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ABSTRACT

The manual examines three teaching programs designed to help special needs young adults cope with the normal demands of living in the community. Instruction is provided in college-based and community-based facilities by a course team. Three basic programs cover communication skills, self-help, and work experience. Each program includes information on general objectives, program organization (facilities, students, course team, and teacher role), planning, and student outcomes. Program content is charted according to its various levels for each of the three programs. Sample evaluation and assessment forms, questionnaires, and student activity sheets are provided. (CL)

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A Special Needs Document

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Routes to coping

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A Special Needs Document

Routes to coping

Implementing teaching programmes for students with moderate learning difficulties

Lesley Dee
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Dear Sir/Madam

ROUTES TO COPING

I enclose herewith another Special Needs document commissioned by the FEU. This follows through some of the ideas suggested in Skills for Living*, by describing in some detail how programmes related to one theme (Coping) can be implemented.

The difficulties of planning teaching in the ESN(M) area are recognised in the document, but the ideas and strategies suggested will hopefully "provide starting points to be adopted, adapted or rejected as appropriate to course needs".

The core of the document is concerned with the detailed description of three programmes: a communications skills programme, based on classroom and other assignments; a self-help programme, based on living in a college flat; and a work experience programme. These programmes draw out actual current practice and contain examples of locally-produced materials which teachers should be able to adapt. They are meant to be regarded as examples of good practice rather than as exclusive choices. Each programme has described its aims and objectives; its organisation, planning and monitoring requirements; and the resources that are necessary. Each in fact, is a model of curriculum development in action, and the Appendices contain other teacher support material.

It is hoped that staff developers and practising teachers will find this document helpful in an area where students and staff need all the help they can get.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

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* Skills for Living - A curriculum framework for young people in FE with moderate learning difficulties. FEU December 1982

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Preface and Acknowledgements

Background

This manual is one of a series commissioned by the FEU as part of their work in the special needs area. The initial surveys of provision which were carried out on their behalf raised a number of issues, in particular the need for curricular and staff development (Bradley and Hegarty, 1981, 1982, FEU 1982c). In relation to the further education sector Bradley and Hegarty stated 'At FE level many new courses must be developed or adaptations made to existing ones in order to cater adequately for young people with special needs' (Bradley and Hegarty, 1981).

The first document in response to this need was *Skills for living* FEU, 1982 which suggested both a curriculum framework and a method for teachers to work together. This manual looks at the implementation of course aims by taking as its starting point one of the curriculum aims included in *Skills for living*. It describes three teaching programmes set within the context of a full time course for students with moderate learning difficulties in a college of FE.

Scope

The document:

(i) suggests specific methods of planning programmes which draw on the resources of the college and the community;
(ii) gives examples of materials and activities which acknowledge the students as young adults;
(iii) includes examples of assessment procedures which are linked to curriculum content;
(iv) provides starting points to assist teachers in developing their own work.

Target Group

Most of the young people for whom these teaching programmes are designed will at some point in their school lives have been assessed as having moderate learning difficulties and will have received some form of special education either at a special unit or at an appropriate special school. They will have a range of difficulties which will affect their style of learning and may continue to need specialist provision for all or part of their further education course.

The Teaching Programmes

The programmes describe three approaches to achieving a single curriculum aim and have been arrived at through a combination of discussion, observation and experience. Particular assistance has been given by staff and students from Airedale and Wharfedale College, Rotherham College of Arts and Technology and South Thames College. Further assistance has been received from teachers at the colleges listed in Appendix 1, advisory teachers from the Inner London Education Authority's advisory service and actor teachers from the Greenwich Young People's Theatre.

The programmes are necessarily theoretical and can not take full account of the practical problems involved in course implementation. Woods (1979) refers to the 'weekend syndrome' – the brilliant lesson plan of the weekend which is destroyed when the teacher is confronted by the problems of Monday morning. This syndrome can especially be found in colleges when it comes to implementing courses for students with special needs. The carefully planned course structure disintegrates in the scramble for staffing and resources.

It is hoped however that the ideas contained in the programmes may provide starting points to be adopted, adapted or rejected as appropriate to course needs. The introduction provides guidelines for planning programmes for students with moderate learning difficulties and discusses the roles of the staff and students. It describes in general terms the elements within each of the programme models and as such provides an introduction to them.

The body of the report consists of the three teaching programmes. They were conceived as being complementary to each other and contributing towards part of the total course content. They describe specific teaching methods and materials which may provide ideas across the curriculum.

Specific strategies such as task analysis, behaviour modification or experiential learning can help to modify thinking but ultimately these techniques are the tools of the trade and not the trade itself. Teaching is necessarily a combination of factors, the ideal basis of which is the relationship between the teacher and student described by

Lee (1960) as one of 'mutual respect, concern and commitment'. This study outlines some approaches to programme planning and implementation and presupposes the existence of this relationship.

Acknowledgements

I would like to acknowledge the support and advice of the following people in the preparation of this manual.

Elizabeth Bee;
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colleagues and students at South Thames College, Rotherham Colleges of Arts and Technology; and Airedale and Wharfedale College, in the preparation of the three teaching programmes.

Introduction to the Teaching Programmes

This section is a general introduction to the three teaching programmes. It provides brief notes of explanation for each of the headings under which the programmes are organised, and outlines the general principles underlying all of them. Each teaching programme has the same system of organisational numbering (with the addition of the Programme letter) as used below. For example 1 Introduction becomes A1 for Programme A, B1 for Programme B and C1 for Programme C.

1. Introduction

Each teaching programme has a brief introductory section about the educational value of the content area.

2. Aim and General Objectives of the Programmes

The three teaching programmes in this manual are particularly concerned with the implementation of the aim that young people should be assisted to cope 'in most normal circumstances.' Figure 1 illustrates some of the possible activities which demand coping skills in everyday life. Each programme contains general objectives related to coping.

The curriculum framework described in *Skills for living* FEU, 1982 provides the basis for this manual. The framework attempts to strike a balance between preparing young people to cope with work, with adult life and with life without paid employment and reflects the aims outlined in *A basis for choice* 2nd Ed. FEU, 1982. In addition it emphasises the importance of a student centred approach having regard to the individual, to the geographical location including its work and leisure activities.

The following are the 'intermediate' aims in *Skills for living*, derived from those in *A basis for choice*: 'Young people should be assisted to:

understand themselves and the society around them;
get on with other people;
make good use of their time;
work;
stay solvent;
present themselves well;
be responsible;
cope in most normal circumstances.'

3. Programme Organisation

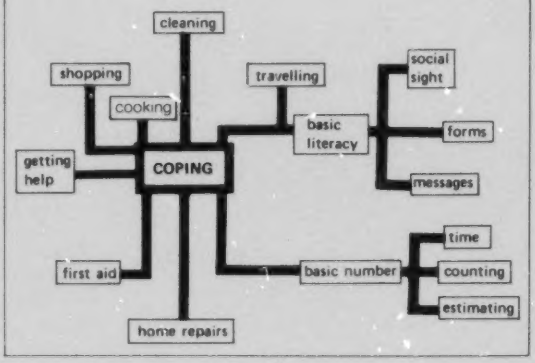
3.1 Facilities

The facilities available to colleges vary widely and it has been found convenient to divide them into two broad areas:

College based facilities such as classrooms, workshops, laboratories, the library, a college flat and the students' common room and canteen;

Community based facilities such as local shops, services and industry, transport, residential and adult education centres.

Figure 1 'To cope in most normal circumstances'
(Related to Aim 11 of ABC: To bring about the development of coping skills necessary to promote self-sufficiency in the young people.)



Access to facilities, whether inside the college or in the local community often involves a good deal of negotiation, time, and hard work.

Each location suggests a range of resources that are available in terms of surroundings, equipment and people. In planning the course it is necessary to match the aims and objectives to the most appropriate location and to organise those resources accordingly. It also involves looking at the type of organisation that is possible and the kind of learning experiences required to meet student needs.

The teaching programmes in this manual use three different locations as a basis: a classroom, a college flat and a work experience placement.

3.2 The Students

It is envisaged that most of the students for whom these teaching programmes are designed will be attending some kind of full-time college-based provision possibly of one or two years duration. Students within a single group will often have a wide range of learning difficulties which may be compounded by secondary physical or emotional problems.

Here is a course profile to illuminate the range of young people for whom these programmes are intended:

College and course location

A large further education college in a mainly residential suburb of a major city. Students drawn from a variety of cultural and economic backgrounds. Course based on one site in the main college building with easy access to college and local community facilities.

Number in group 12

Ages 16-19

Duration of course 1 year

Students' educational background

John and Andrew both attended a local school for delicate children. John is an epileptic. Nasredin, Michael, Suzanne, Christine and Philip went to local ESN(M) schools. Gloria, Kevin and Paul went to ESN(M) boarding schools. Simon has been to a private boarding school. Derek went to a boarding school for the maladjusted.

Four individual profiles

KEVIN

Has a less able twin brother. In care up to 16 years old and now adjusting to life with his parents. Kevin is compared unfavourably with his twin brother by his parents as Kevin is more articulate and independent; enjoys discussing his emotional problems. Very institutionalised and having difficulty in coping with freedom of college. Often late for class. Good practical ability when motivated, cannot work in a group and socially immature. Likes going to local youth club but very wary of travelling alone.
RA (Reading Age) below 7 years.

NASREDIN

Born in Kenya but educated in England. Attended local ESN(M) school. Parents want her to be a secretary. Has perceptual motor problems so that she has difficulty in handling tools, organising her work and sequencing activities. Very dependent on others and tends to cling. Becomes over excited and lacks confidence in herself, so that she constantly seeks reassurance. One of least able in the group.
RA below 8 years.

PAUL

Most able member of family of three handicapped children. Attended boarding school until coming to college. Very amiable. Socially adept, can organise group activities and respond to needs of others. Very slow at written work though potentially one of the ablest in the group. Tends to write out work two or three times and wander round the classroom.
RA 8 years.

DEREK

Attended boarding school for maladjusted children. Transferred from a vocational preparation course after series of problems with other students, possibly due to his inability to cope with the work. Tries to live up to father's very high expectations and often has to sustain the myth of his achievements. Poor level of literacy but sound concept of number. Tends to take days off or arrive late. Very responsive to role play. Can stir up situations by playing students off against each other.
RA below 8 years.

These brief descriptions of four students enrolled on a course for students with learning difficulties show something of the wide variety of learning needs within a single group. This diversity means that teachers will have to plan and implement programmes which take account of both individual and group needs. For example, although the students may all watch the same video or visit the same place the class may be divided into several small groups to allow for the variation in literacy levels. Programme A in this manual suggests a method of organising a communication skills programme on an individual basis, which also helps to accommodate students' individual learning needs.

A characteristic which singles out many of these young people and separates them from their more able peers is their over dependence on adults. They prefer the protection of home to the youth club, the classroom to the college common room. Parents often have difficulty in encouraging their children to be more self-reliant and in some cases a mutual dependency is built up, with parents needing their children to be dependent upon them.

To assist both parents and students in moving away from this interdependency there is a need for parental support. Considerable research on working with parents has been carried out by the Hester Adrian Research Centre, see particularly Cheseldine and Jeffree (1980), Jeffree (1979) and Jeffree and Cheseldine (1978) and guidelines on running parent workshops are included in Whelan and Speake's *Learning to cope* (1979).

Students may be encouraged to develop a greater degree of independence through the course activities and the way in which they are organised. For example through the nature of the programme content students are encouraged to make choices, solve simple problems and to work and talk with each other during the course of the activities. Materials are organised in a way that allows students access and it is suggested that both student and teacher comment on completed assignments.

3.3 The Course Team

Most students on courses in colleges of FE are taught by a number of teachers and in some cases they may meet up to fifteen members of staff a week. The organisation of an FE course with a range of teachers and subjects can militate against the transfer of skills, an area with which students with special needs have particular difficulty. Learning to measure a line in numeracy does not guarantee that the student will be able to measure a length of wood in home maintenance.

The need to teach for transfer is given prominence on vocational preparation courses. In *Basic skills* FEU, 1982 transferability is defined as 'the extent to which skills learned in a particular context can be used in other contexts.' The report concludes that it is lack of teacher awareness rather than the need for specific analysis of transferable skills which fails to promote the skill.

In order to avoid fragmentation of the course content and to promote 'teacher awareness' it is essential that teachers should meet as course teams on a regular basis to co-ordinate and plan. Each of the teaching programmes includes suggestions for supporting work across the timetable, and this can, of course, only be done successfully when everyone in a course team is aware of the programme objectives.

In most colleges one teacher is given particular responsibility, as course tutor, for the organisation of the course, and for the general welfare of the students. The role of the course tutor is all important in course planning and in order to illustrate their problems and concerns one has been asked to keep a diary of her tutorial responsibilities. The tutor is an Associate Lecturer (4/5ths of an LI) and is responsible for a group of 11 students with special needs.

The diary, included as Appendix 2, illustrates the wide range of demands on the tutor's time from staff, students and outside agencies. During non-contact time (those times when the lecturer is not teaching) she spent approximately 2½ hours on planning and co-ordinating the course content (excluding time spent in lunchbreaks). The rest of the time was spent on talking to students, liaising with a range of outside agencies and covering for absent colleagues. Curriculum and materials development was done at home and amounted to approximately six hours excluding any work done at weekends.

[1] To counter the sense of isolation felt by many staff in colleges of FE working with special needs students several regional self-help groups have been established. A list of those affiliated to the National Bureau of Handicapped Students may be obtained from NBHS, 40 Brunswick Square, London WC1N 1AZ. Tel: 01-278 3459/50.

3.4 The Teacher

Besides a section on the course team, each teaching programme includes a section on the work of the teacher directly involved.

4. Planning Across the Timetable

As discussed under 3.3 above, coherent planning across the timetable can help students with skill transfer and reinforcement. Specialist subject staff can use such course events as residential experiences or community projects as the basis for developing work in their particular subject. Programmes B and C include examples of this kind of course planning. It is helpful to plan this kind of co-ordinated effort as a course team, perhaps at a monthly team meeting or at the beginning of a term. Such planning is a useful staff development exercise since it helps to clarify the aims of the course and focuses work at an appropriate level.

5. Planning the Programme

5.1 Student Outcomes

Each teaching programme indicates what it is hoped the student will learn as a result of the teaching strategies. These outcomes are related to the general objectives (see 2 above).

5.2 Content

The programme content develops the use of coping skills within a range of contexts relevant to the students' everyday life. The skills of travelling, cooking, cleaning, shopping, getting help, doing simple home repairs and using basic literacy and numeracy are taught through methods which it is hoped will also help to create self-confidence and autonomy. Therefore as much emphasis is placed on how the student learns (i.e. the process of learning) as on what the student learns (i.e.the product of learning).

5.3 Materials

Although the materials and activities have not undergone exhaustive testing many of them have been used by teachers and it is hoped that they will provide useful starting points for materials development. They reflect the need for materials to have a simple format and to be personally relevant to students. They also offer a way of recording and assessing student progress.

In addition to the ideas incorporated into the three programme models, lecturers have provided descriptions of specific strategies used in their work. These are included in Appendix 3.

5.4 Assessment

In their work on assessment procedures Roberts, Norwich and Wedell (FEU 1982) found that 100% of all teachers working on General Education full-time courses in colleges of FE for students with special needs relied on informal methods of in-course assessment and although 63% of respondents used check lists and profiles these were not generally designed for use with this target group. They define the aims of assessment during the course as:

monitoring student progress;

modifying teaching programmes to meet individual needs in the light of that progress.

The procedures included in this manual suggest some ways of assessing student progress and have been derived from the programme content. Two types of assessment are included: student self-assessment and assessment by the teacher.

Students are asked to comment on their work and in some cases asked to think how they might improve it. Many students have difficulty in judging themselves and their work but through careful structuring of the procedure they are able to become involved in evaluating their experiences. It might be necessary to begin by simply asking whether or not the student enjoyed the activity. Later more complex questions can be introduced – Why did you enjoy it? Did you work alone or with a friend? Did you have to speak, write or draw in this activity? and so on. Using an oral rather than a written approach to self-assessment is often easier and more effective than asking the student to write. It also helps to develop oral communication skills in a direct and relevant way through encouraging students to express their thoughts about their immediate experiences.

Me at work (Whelan and Speake, 1980), discussed in Programme C, has been used extensively with people in adult training centres and on Work Introduction Courses. It asks students to consider and rate their own work skills. These are measured against the staff's assessment of their employability and work readiness, using the *Work skills rating scale* (Whelan and Schlesinger, 1979).

In programmes A and B the format for assessment by the teacher is based on the approach piloted by the FEU and adapted by the City and Guilds for their 365 Vocational Preparation (General) course. It identifies a range of common core skills and then relates them to the actual activities that the students do during their course. These methods of in-course assessment need further testing with this particular target group but are offered as a possible approach of what remains a difficult and time-consuming aspect of the work.

6. **Resources**

The sources listed in this manual refer only to the materials used within each programme.

Whilst materials devised for remedial streams and special schools may not be entirely appropriate, these can be adapted to suit the needs of the 16 to 19 year old. Where tutors have access to the services of a Media Resources Officer he or she could be asked to take photographs of equipment, the college, and the locality, which could then be used to make charts and work packs. Directly relevant material of this kind is particularly valuable; even where a system of materials exchange among local colleges has been established, adaptation of some kind is often needed.

7. **Further Activities**

Each programme suggests possible ways of developing the content. One aspect which deserves a general emphasis is that of helping students to understand that local facilities exist in their own right and not just within the framework of the college course. The local swimming pool or library, for instance, can be used outside college terms and hours. One college has invited parent collaboration here, by holding workshops on specific ways in which sons and daughters could be encouraged to make use of local facilities.

Programme A
Communication Skills

A 1. **Introduction: What are Communication Skills?**

Communication skills are the competencies which help people communicate with each other – through language, gesture, reading, writing and drawing, and at a broader level through the creative arts. This programme encourages students to use language, literacy and numeracy to find out about and make sense of their surroundings.

There is obviously a place within the course content for specific language, literacy and numeracy teaching, but the needs to make these skills functional is now clearly recognised. A UNESCO report (1965) defined functional literacy as 'a comprehensive programme of education and training for illiterate (and sometimes semi-literate) adults with a literacy component built in.' Although the paper is concerned with the literacy needs of the Third World this definition can equally well apply to our own society and in particular to students with special learning needs.

The programme encourages students to use whatever levels of skills they have reached in literacy, numeracy, language and social skills in a variety of contexts while recognising that these individual core skills will continue to be taught. It assumes that students with special learning needs should learn to cope with everyday life and should not be debarred from certain learning experiences simply because they are unable to read, write or speak as competently as the majority of students.

It tries to place students in situations where they will have to cope by whatever means they can, whilst recognising that a carefully graded and structured series of activities can assist in this process.

A2. **The General Objectives of the Programme are to:**

encourage students to use literacy, numeracy, language and social skills in everyday situations;

develop powers of observation;

develop student autonomy;

encourage students to take responsibility for organising their own work;

allow students to develop strategies for coping with the college and the local community.

A3. **Programme Organisation**

A3.1 **Facilities**

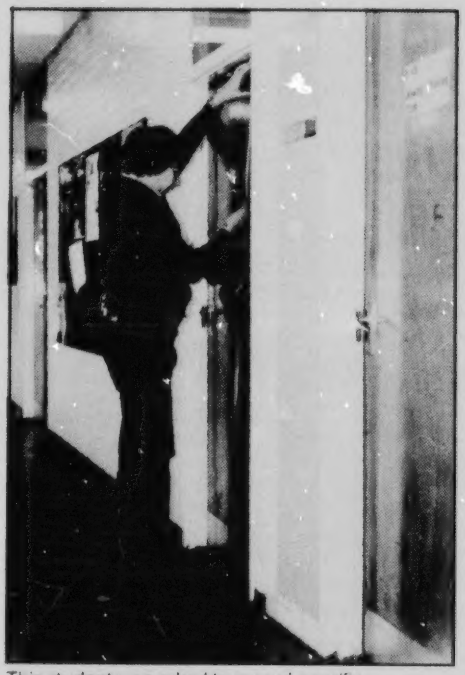
The programme operates from a communication skills workshop or classroom. A series of tasks are stored in plastic envelopes in numbered trays and students have access to the materials and where able are responsible for retrieving and returning materials. Completed work is stored in ring binders and each task is recorded and commented on by teacher and student. The binders are stored in the workroom.

A3.2 **The Students**

Students work through the tasks at their own pace and at their own level. The programme has been designed to cover a wide range of ability, from students with severe to moderate learning difficulties. Although the objectives remain the same for all students, the level of basic skills they bring to the tasks differs. The range of activities aims to accommodate these differences whilst recognising that there is more than one way of reaching an objective – a student can find out about the library by reading the prospectus or by talking to the librarian. The students work individually or with others depending on the nature of the task.

College based learning

Recording relevant room numbers helps students to find their way round college as well as developing an understanding of the building's organisation.



This student was asked to record specific information as a result of reading instructions.

Working in groups on a map of the locality as an introduction to individual work.

A3.3 **The Course Team**

The lecturers on the course team will need to be aware of the objectives that are being developed and may wish to use one or more themes as a basis for a programme of work within their specialist subjects. For example the first few objectives in this particular programme are concerned with college orientation and could form part of the induction package. Students are asked to locate specific rooms and people around the college and to record their findings. Associated work might be developed in science through identifying building materials – discovering how they are made and why they are used – or in cookery sessions through choosing a midday meal, using the college canteen facilities.

A3.4 **The Teacher**

The teacher will need to assess the level of skills that the students bring to the work and place them at the appropriate level of task. It is not within the scope of this document to discuss the range and relevance of available standardised tests. However, further reading may be found in *Making progress* FEU, 1982 and a catalogue of tests is available from the National Foundation for Educational Research. In addition the work of Whelan and Speake (1979) on coping skills and more recently their Habilitation Technology Project (Hester Adrian Research Centre) provides invaluable guidelines for the assessment of coping skills.

It may be necessary to introduce or reinforce particular areas of work through small group or class teaching. In addition to commenting on the students' individual work, progress is recorded on an assessment sheet (see A5.4).

A4. **Planning Across the Timetable**

Although this programme concentrates particularly on communication skills, students will need to use a range of core skills to complete these assignments. The following core skills are generally recognised as those commonly needed in most jobs (see *Basic skills* FEU, 1982):

language (reading, writing, speaking and listening);
number (calculation, measurement, graphs and tables);
manipulative dexterity and co-ordination;
problem solving;
everyday coping;
computer literacy and learning.[4]

It is assumed that teaching in all these skills will continue across the timetable and to that end specific ways of supporting this programme across the curriculum have not been included.

A5. **Planning the Programme**

A5.1 **Student Outcomes**

The students will be able to:

i find their way around the college and the local community;

ii use the facilities of the college and the local community;

iii know who to ask for help and information in a variety of contexts;

iv give instructions and information to others;

v follow instructions and remember or record information;

vi understand something of the organisation of the work.

A5.2 **Content**

The chart on the following pages lists all the activities covered by the worksheets in the programme, according to their level of difficulty. Level I tasks are intended for students with very limited skills in literacy and numeracy. (Some may have severe learning difficulties.) The worksheets in Levels II and III are of increasing complexity. To illustrate the range, worksheets 1a – e follow under A5.3. Teachers might like to consider which would be appropriate for their own students.

[1] The address is NFER/NELSON Publishing Company, Darville House, 2 Oxford Road East, Windsor, SL4 1DF.

[4] This latter item is still very much in its infancy and there is little relevant software available for young people with special learning needs. Help and information may be obtained from the Special Education Microelectronic Resource Centres (see Appendix 4).

Programme content

Content	Level I Activity/Task Description	Ref No.	Level II Activity/Task Description	Ref No.	Level III Activity/Task Description	Ref No.
Locates rooms in college	Records number of base room	1a	Matches days of week to timetable subject	1a	As Level II	1a
	Locates toilets in basement and top floor	1b	Writes numbers of key rooms in college	1b	As Level II	1b
	Finds and writes numbers of key rooms in basement	1c	Names rooms	1c	Records numbers according to floor	1c
	Finds and writes numbers of key rooms on top floor	1d	Matches photo to location	1d	Records numbers of rooms on sketch map	1d
			Records numbers of rooms on a sketch map	1e	Finds opening and closing times of offices	1e
Identifies and locates key members of staff	Matches photo to name of staff orally	2a	Selects photo. Names person and locates (does three)	2a	Identifies member of staff from photo and matches to subject taught	2a
	Chooses two staff and locates them	2b	Takes a message to specified member of staff	2b	Records in which room staff are likely to be found	2b
	Finds specified members of staff and records colour of dress	2c	Takes a message to several specified members of staff	2c		
Understands something of the functions of the college staff	Names key staff and draws pictures	3a	Matches name of staff to job	3a	Matches staff name to job	3a
	Chooses one person and asks two questions about job	3b	Chooses one person and asks four questions about job	3b	Chooses one person and asks about their job	3b
			Fills in names on 'tree'	3c	Fills in names on 'tree'	3c
			Gives basic written information about college	3d	Uses prospectus to find out about college	3d
Joins and knows how to use college library	Joins the library	4a	Joins the library	4a	Joins the library	4a
	Locates, names and draws two librarians	4b	Finds out basic information about the library	4b	Finds out basic information about the library	4b
	Chooses book	4c	Finds how many papers and magazines taken	4c	Finds out how many papers and magazines taken	4c
	video	4d	Chooses video	4d	Does alphabetical order exercise	4d
	tape	4e	tape/	4e	Uses alphabetical order	4e
	tape/slide	4f	tape/slide	4f	Chooses tape/video/tape slide and writes an account of each	4f
	magazine	4g	and draws picture or writes an account of each			
	and draws pictures about each				Completes newspaper worksheet	4g/h
					Completes magazine worksheet	4i

Uses canteen and college vending machine	Finds out cost of economy lunch	5a	Finds out cost of economy lunch and drinks	5a	Uses the canteen – menu	5a/b
	Finds out cost of drinks	5b	Uses the canteen – the menu, finding a place	5b	Uses the canteen – food values	5c
	Costs three snacks	5c	Records meals of one day	5c	Selects two items from vending machine and buys	5d
	Learns slot machine social sight vocabulary	5d	Learns slot machine social sight vocabulary	5d		
	Selects coins for machine	5e	Chooses and buys two items from vending machine	5e		
	Chooses and buys two items from vending machine	5f				
Locates key shops, services, bus stops and stations in college locality	Completes each of the following for three local walks		Completes each of the following for three local walks		Completes each of the following for three local walks	
	Goes on walk	6a	Goes on walk	6a	Identifies local shops etc	6a
	Using tapes and photos, identifies shops etc	6b	Using tapes and photos identifies shops etc	6b	Goes on 'I Spy' walk	6b
	Goes to six specified locations and completes appropriate task e.g. goes to chemist and buys a bar of soap	6c	Goes to six specified locations and completes appropriate task	6c	Goes to six specified locations and completes appropriate task	6c
			Learns six social sight words or symbols	6d	Identifies symbols and road signs	6d
					Completes worksheet on street names	6e
					Completes worksheet on directions	6f
Uses the telephone	Watches 'Let's Go and Telephone'	7a	Watches 'Let's Go and Telephone'	7a	Recognizes sound on tape	7a
	Recognizes telephone sounds on language master tape	7b	Recognizes sounds on tape	7b	Makes a list of important personal numbers	7b
			Makes a list of important personal numbers	7c	Uses two public phones to make informal call	7c
	Records numbers on dial	7c	Locates and uses two public telephones for personal calls	7d	Uses two public phones to make formal call	7d
	Makes a list of important personal phone numbers	7d			Leaves a message	7e
	Finds two public phones	7e	Leaves a phone message	7e	Records telephone message	7f
	Makes a personal call from two public phones	7f	Remembers a phone message	7f	Uses a telephone directory	7g
					Completes 'Make someone happy with a phone call' – a comprehension exercise	7h
Uses the Post Office	Chooses and writes a card	8a	Chooses and writes a card for each of eight people in a family	8a	Identifies functions of Post Office	8a
	Chooses and writes a card for specified person on specified occasion	8b			Writes greeting cards	8b
			Writes addresses	8b	Buys stamp and posts a greeting card	8c
	Writes address	8c	Buys stamp and posts	8c	Writes post card	8d
	Buys stamp and posts	8d	As above for post card	8d-f	Writes informal letter	8e
	As above for post card	8e	Writes and sends an informal letter	8g-i	Writes formal letter	8f-g
			Wraps a parcel and sends	8j-k	Wraps a parcel and sends	8h-j
Uses the local shops	Goes to three specified shops and records specified information	9a	Matches six items to range of local shops	9a	Carries out survey to identify range of local shops	9a
	Matches twelve commodities to package	9b	Goes to six specified shops and records specified information	9b	Reads labels on food and clothes	9b
					Makes a shopping list of six items and purchases	9c
	Selects two commodities and buys from appropriate shop(s)	9c	Remembers/makes list of two items and purchases	9c	Checks shopping bill	9d
			Reads labels on clothes and food packaging	9d/e/f	Records opening hours of six local shops	9e
			Records opening hours of three shops	9g	Compares cost of six items in three different shops	9f

Content	Level I Activity/Task Description	Ref No.	Level II Activity/Task Description	Ref No.	Level III Activity/Task Description	Ref No.
Identifies methods and knows how to save money	Identifies three or four reasons for saving	**10a**	Identifies three or four reasons for saving	**10a**	Identifies a range of reasons for saving	**10a**
	Opens a Post Office savings account	**10b**	Identifies three ways of saving money	**10b**	Identifies a range of methods of saving and compares	**10b**
			Fills in range of forms – opening account, deposit, withdrawal	**10c**	Fills in a range of forms	**10c**
			Opens an account	**10d**	Opens a account	**10d**
Identifies local leisure facilities	Conducts survey showing leisure activities of peers and staff	**11a**	Conducts survey showing leisure activities of peers and staff	**11a**	Conducts survey showing leisure activities of peers and staff	**11a**
	Selects one activity available locally, visits and carries out specified task with friend	**11b**	Goes to two local leisure facilities and records hours of opening, cost and any special instructions	**11b**	Goes to six local leisure facilities and records cost, opening times and any special instructions	**11b**
	Goes to local cafe and has snack with friend	**11c**	Goes to local cafe and has snack with friend	**11c**	Records on map local cafes and restaurants	**11c**
	Selects one leisure activity and carries it out	**11d**	Selects one leisure activity and carries it out	**11d**	Surveys local leisure activities	**11d**
					Selects one leisure activity, plans and carries it out	**11e**
Understands and uses a variety of maps	Locates house number on known street	**12a**	Records street numbers on one street	**12a**	Records street names on sketch map	**12a**
	Delivers message to unknown destination on known street	**12b**	Records names of roads/streets adjacent to college on sketch map	**12b**	Records local landmarks on map	**12b**
			Takes and puts photographs of local landmarks on map	**12c**	Directs partner to location by drawing simple map	**12c**
			Directs partner to location by drawing on map	**12d**	Understands a simple map grid	**12d**
					Uses map grid to find streets	**12e**
					Understands use of A-Z and carries out journey	**12f**
					Understands use of bus map and carries out journey	**12g**
					Understands use of underground map and carries out journey	**12h**
					Uses all the above to carry out a complex journey	**12i**

[1] 'tree' hierarchical model of college staff

[2] Video recording from BBC TV series

A5.3 **Materials**

The following materials include an example of a record of work which is kept at the front of the student's file and worksheets illustrating tasks 1a to 1e, levels I,II and III. The students work through the tasks at the level appropriate to their abilities.

Title

Record of Work Sheet	A5.3.1
Level I Task 1a Room numbers	A5.3.2
Level I Task 1b Locating toilets	A5.3.3
Level I Task 1c Room numbers	A5.3.4
Level I Task 1d Room numbers	A5.3.5
Level II Task 1a Which day is it on?	A5.3.6
Level II Task 1b Room numbers	A5.3.7
Level II Task 1c What floor is it on?	A5.3.8
Level II Task 1d Around the building	A5.3.9
Level II Task 1e Around the basement	A5.3.10
Level III Task 1c What floor is it on?	A5.3.11
Level III Task 1d The college	A5.3.12
Level III Task 1e Office hours	A5.3.13

Record of work

A5.3.1

Communication Skills Record of Work

Name: Jane Smith

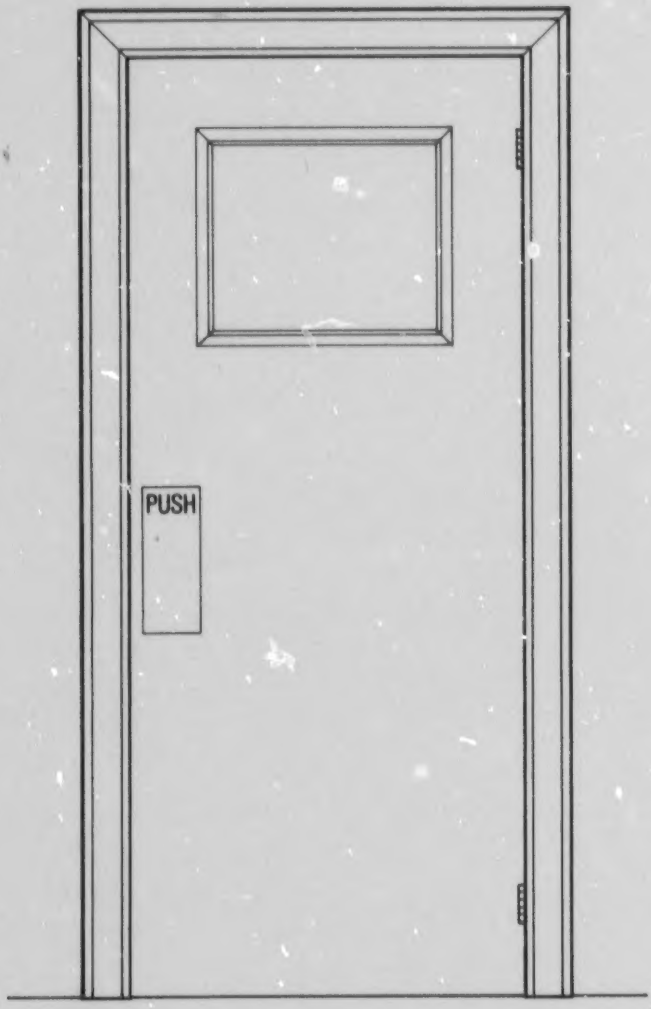
Class: Tuesday AM

Date	Task	Title of Task	Grade	Comments
27/7/83	Level 2 Task 1a	Which day is it on?	7/10	clear hand writing Needs help with spelling days of the week

Level 1
Task 1a Room numbers

Base Room

What number is written on 'What Next 3's' door? Write it on the picture of the door.



Level I
Task 1b Locating toilets

– Locating toilets on the top floor

Go to the what word is written on the door?

_____

Go to the what word is written on the door?

_____

– Locating toilets in the basement

Go to the what word is written on the door?

_____

Go to the what word is written on the door?

_____

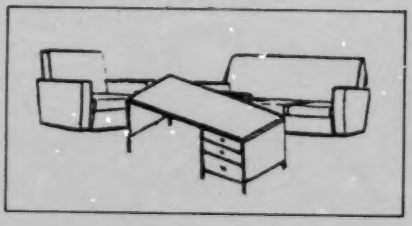
Level I
Task 1c Room numbers

A5.3.4

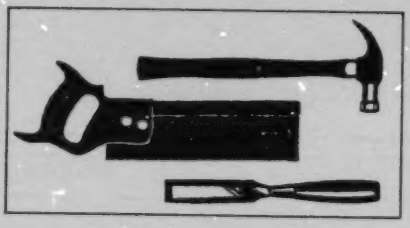
Basement Find the numbers on the door.

What Next 1 _____

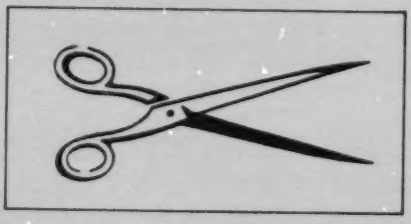
What Next 2 _____



What Next 3 _____



Light Craft _____



Manipulative Skills _____

Level I

A5.3.5

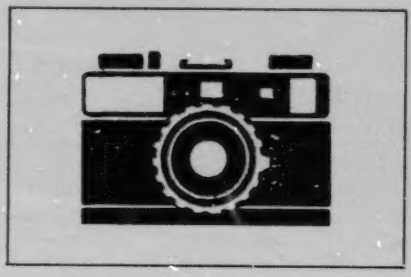
Task 1d Room numbers

Top Floor Find the number on the door.

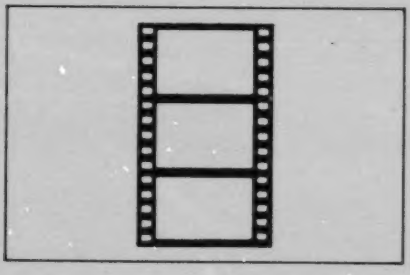
Pottery_____

Self help_____

First Floor Find the number on the door.



Photography_____



Films_____

Level II
Task 1a Which day is it on?

Fill in the form.

College Timetable

PE is on _____ and _____

Swimming is on _____

Drama is on _____

Craft is on _____

Pottery is on _____

Art is on _____

Self help is on _____

Other classes _____

_____

_____

College is closed on _____

and _____

Level II
Task 1b Room numbers

1. Go and look at the number on our door.

   Write it here. _____

2. What is the number on the door of Lesley's room? _____

3. What is the number on Monica's room? _____

4. What is the number of the stores? _____

5. What is the number of the workshop? _____

6. What is the number of the pottery room? _____

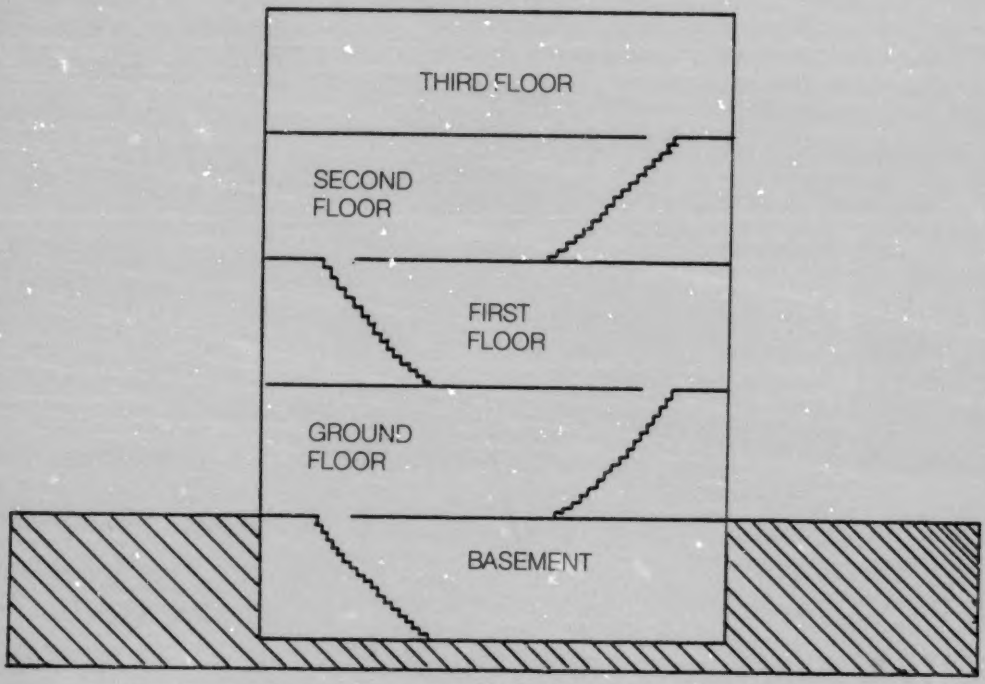
7. What is the number of the manipulative skills room? _____

8. What is the number of the room where you have Self Help? _____

Level II

A5.3.8

Task 1c What floor is it on?



1. Name one room in the basement _____

2. Name one room on the ground floor _____

3. Name one room on the first floor _____

4. Name one room on the second floor _____

5. Name one room on the third floor _____

Level II
Task 1d Around the building

Date _____

I went to the place where photograph number _____
was taken.

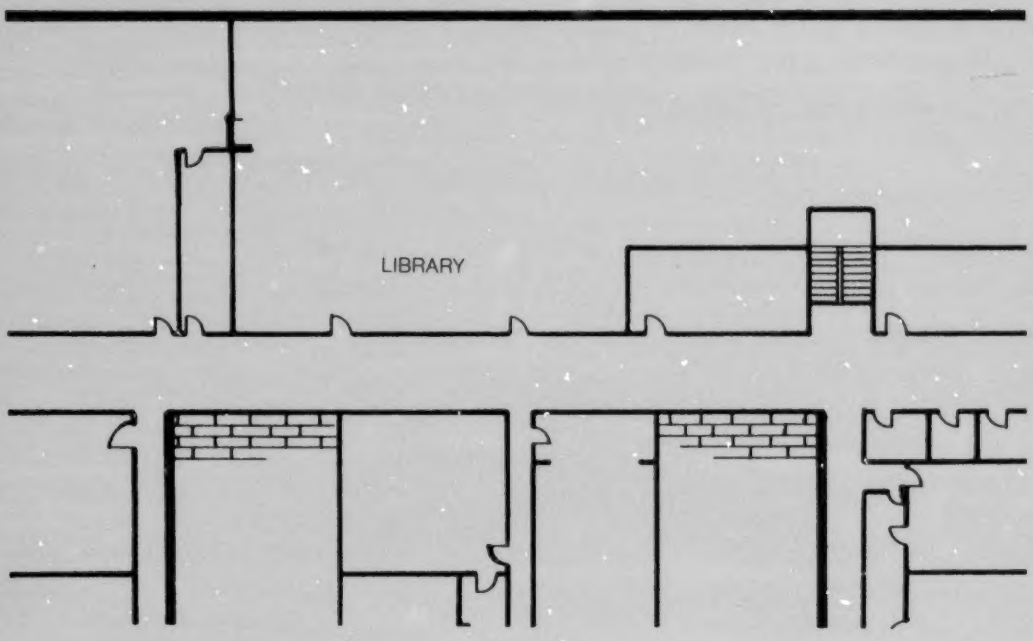
Signed _____

LEVEL II
Task 1e Around the basement

A5.3.10

Fill in the numbers of the rooms or put what they are used for if they don't have a number.

Keep your map neat so that someone else could use it.



LEVEL III
Task 1c What floor is it on?

Write your answers to these questions in the spaces below.

1. Here are a list of room numbers and names. On which floor would you find them? Write the numbers or names in the correct space.

321 B20 B12 Canteen

102 Common Room 311 B3

B43a 104 214 Staff Workroom

THIRD FLOOR	
SECOND FLOOR	
FIRST FLOOR	
GROUND FLOOR	
BASEMENT	

2. Fill in the missing room numbers. The first one is done for you.

B30 – B31 – B32 – 102 –

– 321 – – B43 –

– B3 – – 214 –

3. How many floors has the college got?

The college has got _____ floors.

4. What do you notice about the room numbers in the basement?

They all begin with _____

LEVEL III
Task 1d The College

A5.3.12

Look at the maps on the next page of the basement, the first floor and the top floor of the college.

On the **Top Floor** map write or mark in

1. the number of the pottery room
2. the number of the self-help room
3. the men's toilets
4. the ladies' toilets

On the **First Floor** map write or mark in

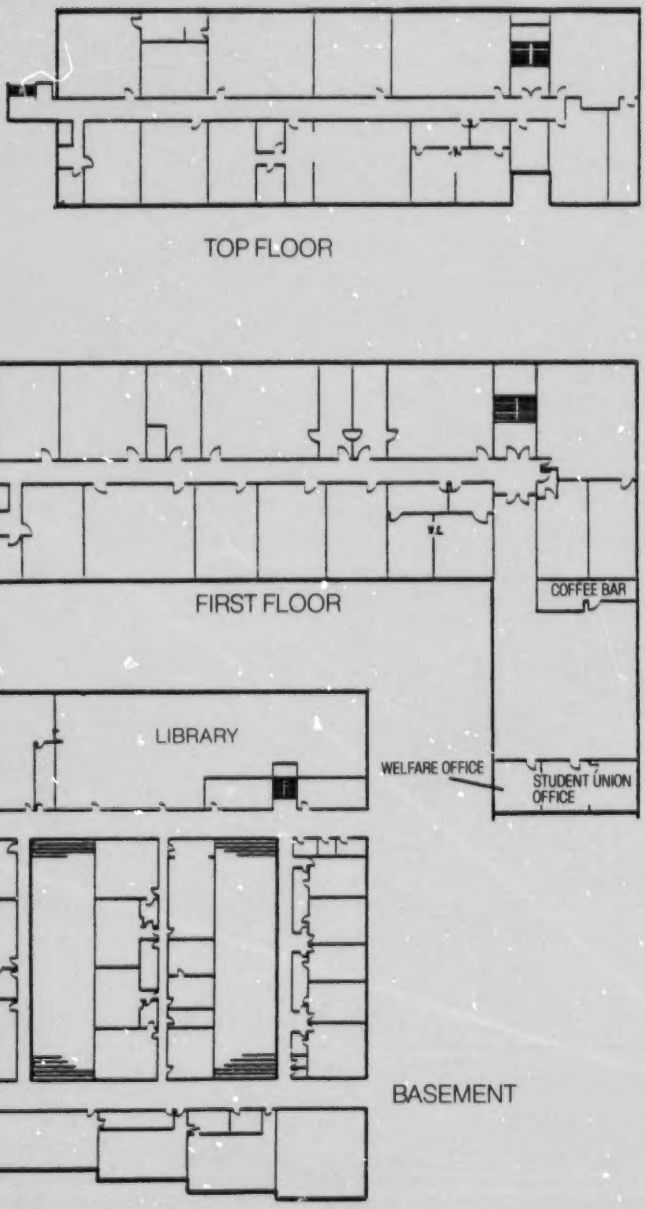
1. the number of the film theatre
2. the number of the AVA room
3. the number of the photography room
4. the men's toilets
5. the ladies' toilets

On the **Basement** map write or mark in

1. the numbers of the workshops, the stores, the office, the art rooms and the classrooms belonging to WN1, WN2 and WN3.
2. the men's toilets
3. the ladies' toilets
4. the greenhouse

LEVEL III
Task 1d The College

A5.3.12



LEVEL III
Task 1e Office Hours

A5.3.13

What are the office hours when students can go to the following:

a) the careers office?
b) the college general office?

Do not ask inside the office, read the information outside.

Hours when students can go to the careers office

Hours when students can go to the college general office

A5.4 **Assessment**

In addition to the Record of Work Sheet (see A5.3.1), student progress is recorded on an assessment sheet giving the skills within each task, indicated by shading. After completion of each assignment the teacher records the student's competency by using one of four symbols. The sheet is kept as a continuous in-course assessment of progress and shows specific areas where additional practice or help is needed.

Level III

Name_____

Tutor_____

Term_____

Main skills used in task
✓ Completed without help
O Needed some help
✕ Needs more practice
— No concept

Communication Skills Assessment Sheet—Level III

Basic Skills / Task Description		Follows verbal instructions	Follows written and pictorial instructions	Reads to understand	Explains/describes by talking	Explains/describes by writing/drawing	Copies	Estimates	Recognizes numbers	Calculates	Fills in forms	Uses alphabetical order	Works alone	Works with others	Solves problems Makes decisions	Uses equipment
1a	Matches days of week to subject															
1b	Writes numbers of key rooms in college															
1c	Records numbers according to floor															
1d	Records numbers of rooms on sketch map															
1e	Finds opening and closing times of offices															
2a	Identifies staff and matches to subject taught															
2b	Locates staff															
3a	Matches staff name to job															
3b	Chooses one person and interviews															
3c	Fills in name on tree															
3d	Uses prospectus to find out about college															
4a	Joins library															
4b	Finds basic information about library															
4c	Finds how many papers and magazines taken															
4d	Alphabetical order															
4e	Uses alphabetical order															
4f	Chooses tape/video/ tape slide															
4g/h	Newspaper w/s															
4i	Magazines w/s															

A6. **Resources**

The materials in A5.2 are drawn from the following sources:

Teacher made materials

Jackson, S. *Oxford senior worksheets.* Oxford University Press, 1977

Ivanic, R. and Moss, W. *In a word: a spelling pack* Macmillan in association with ILEA Learning Materials Service, 1978

Lesirge, R. and Morris, C. *On sight series.* Macmillan Education, 1977

National Extension College. *At home in Britain.* Packs I, II and III. NEC, 1980

Steel, S. *Using the telephone.* ILEA Learning Materials Service, 1978

A7. **Further Activities**

Work may need to be developed with the whole group or small groups on some of the specific programme objectives e.g. using the Post Office, the local shops, leisure facilities etc.

To encourage the transfer of activities they do at college into their own lives at home, students will need to find out about their own localities. Activities could include taking photographs of amenities and landmarks, and mounting them on a large map, interviewing local people, surveying shopping, leisure and transport facilities and identifying places to get help.

Group visits might be arranged to a number of local amenities e.g. the telephone exchange, a supermarket, a local department store or sorting office to learn what goes on behind the scenes.

A mobility training programme might be initiated including use of all means of local transport, initially travelling with the teacher and, ultimately, alone in order to visit places of interest or to complete a task.

Programme B
Self-help

B1. **Introduction: What is Self-help?**

Self help includes all the skills needed by students to take care of themselves. These include domestic tasks such as cooking, cleaning, shopping, self care, home maintenance, safety, choosing and taking care of clothing and being able to cope with minor health problems.

Many students within the target group rely very heavily on their families to do things for them, and in some cases a mutual dependency is built up, with parents relying on their children to be dependent. Whelan and Speake (1981) identify five levels in the progression towards independent living:

Level 1 – Maximum support e.g. hospital

Level 2 – Extensive support/training available e.g. hostel

Level 3 – Moderate support available e.g. sheltered housing

Level 4 – Minimum support available e.g. group home scheme

Level 5 – No support – complete independence e.g. flat

For the majority of these young people who are living at home the support received approximates to Level 2 on this scale. Access to Levels 3 and 4, though often desirable, is generally not available.

Their inability to move straight to Levels 3 to 5 is compounded by their lack of self-confidence and financial constraints. The short-term aim, therefore, is to assist parents and students in allowing a greater degree of independence within the existing family structure.

The means by which these skills are taught will of course vary according to the resources available to colleges. First-aid might be taught in a Science session, with Home Economics or Health Education or as a separate subject. Whatever the vehicle students will need to appreciate the practical application of the work and know how and when to use the knowledge that they have learned.

Where colleges have a flat available as part of their Home Economics Department its use can be developed to be part of the self-help programme. Its use encourages the transfer of skills to a realistic situation while allowing for a varying degree of support.

B2. **The General Objectives of the Programme are to:**

develop students' ability to live as independently as possible;

encourage parents/guardians to assist in developing their son/daughter's independence;

provide some knowledge of simple first-aid and where to get help in emergencies;

train students to carry out a range of simple household repairs;

encourage students to take care of themselves and others;

develop an awareness of ways of using free time.

B3. **Programme Organisation**

B3.1. **Facilities**

The flat used as a basis for this study consisted of a kitchen, living room, bathroom and a bedroom, sleeping two or three students. There was additional accommodation for a night-sitter. The flat was provided with basic kitchen and household equipment, a telephone, a television and record player. A time-scale for use of the flat is shown in Fig. 2 overleaf.

B3.2. **The Students**

Groups of two or three students of mixed ability are selected to use the flat for varying lengths of time, beginning with half a day (see Fig.2). The most capable students should be able or have the potential to wash and dress and make a snack without help. They also need a degree of self-confidence and maturity sufficient to allow them to assist others. The least able are likely to need help with washing and dressing and are also likely to be generally immature and lacking in confidence.

Students and their parents are encouraged to record their feelings after students have stayed in the flat overnight and examples of their reactions are included under B5.4.2.

B3.3 **The Course Team**

Preparing the students for a stay in the flat can involve a number of teachers, working across the curriculum. An integrated programme is suggested in B4.

B3.4. **The Teacher**

The role of the teacher varies – early in the programme he or she plays a large part in teaching students the use of the flat, assessing student needs and helping them to budget and shop. The teacher's role diminishes as the students gain in confidence and are expected to spend longer periods of time alone in the flat or with the night-sitter. The role of the night-sitter is to provide some security for the students early on in the programme.

Each student's progress is recorded on an assessment sheet (see B5.4). After completion of each task the teachers record student competency by using one of four symbols. This sheet is kept as a continuous in-course assessment of progress and shows specific areas where additional practice or help is needed.

Figure 2. Staying in the flat – Time-scale

<table>
<tr><th>Length of time spent in flat

Degree of Coping</th><th>½ Day</th><th>1 Day*</th><th>1 night with sitter</th><th>1 night without sitter</th><th>2 nights with sitter</th><th>2 nights without sitter</th><th>1 week without sitter</th><th>2 weeks without sitter, with week-end</th></tr>
<tr><td>Students MOST able to cope</td><td colspan="3">Term 1</td><td colspan="2">Term 2</td><td colspan="2">Term 3</td><td>2nd Year</td></tr>
<tr><td>Students LEAST able to cope</td><td>Term 1</td><td colspan="2">Term 2</td><td colspan="2">Term 3</td><td>2nd Year</td><td></td><td></td></tr>
</table>

* see B5 Planning the programme

B4. **Planning Across the Time-Table**

It is envisaged that lecturers on the course team may wish to relate part of their teaching programmes to preparing students for an overnight stay in the flat. The following linked activities have been divided into four broad curriculum areas and show how a number of staff can develop a general objective:

to develop students' ability to live as independently as possible (initially through a one night stay in the flat.)

Specific objectives: to enable students to

identify, locate and use relevant cleaning equipment

get help in an emergency

plan and carry out a shopping expedition

plan and cook a simple meal

look presentable

select one from a number of leisure activities

Planning across the time-table

Objective 1: identify, locate and use relevant cleaning equipment

Numeracy	Communication Skills	Social Skills	Self Help
	Sequencing activities		Identifying equipment through matching item to named picture
	Reading logos and symbols		Using equipment – how to: – plug in – operate – store
			Match activities to appropriate rooms in house
			Kitchen and household safety rules

Objective 2: get help in an emergency

Numeracy	Communication Skills	Social Skills	Self-help
Appropriate coin and number recognition	Using a public telephone	Identifying and locating helping agencies in the community	
	Knowing name, address and telephone number of self and college		
	Making appointments – face to face – by phone		

Objective 3: plan and carry out a shopping expedition

Numeracy	Communication Skills	Social Skills	Self-help
Comparing size and shape for best value	Writing lists	Practising social behaviour through role playing situations in department stores e.g. taking things back, finding specific items and departments, reporting a lost purse	Identifying ingredients
Buying fruit and vegetables – by number – by weight	Reading labels		Matching containers to ingredients
Giving the nearest appropriate amount when paying			Grouping/ classifying ingredients according to type
Checking change by counting on			
Adding up bills of two or more items			
Estimating cost of items and comparing with real prices			

Objective 4: plan and cook a simple meal

Numeracy	**Communication Skills**	**Social Skills**	**Self Help**
Measuring mass and volume using spoon and/or scales	Sequencing activities	Planning a meal or party – who to invite – when they should come – how to invite – what to eat – what to do during the meal/party – cleaning up	Identifying and naming basic foods
Reading dials	Reading and understanding recipes		Identifying basic food values – red–danger – yellow–be careful – green–eat as much as you like
Counting	Using an index		
	Telephoning/writing to invite friend to a meal		Learning safety rules in handling hot food
			Recording recipes – listing ingredients using picture and work cards – recording method using sequence cards
			Making a simple meal from a choice of two
			Laying a table
			Handing round food

Objective 5: look presentable

Numeracy	**Communication Skills**	**Social Skills**	**Self-help**
Costing deodorants shampoos etc.		Summing people up from appearance	Practising how to wash, shave, use deodorants, wash hair etc
Comparing value for money		Rating perceptions of themselves and others	Understanding which type of shampoo etc to use

Objective 6: select one from a number of leisure activities

Numeracy	**Communication Skills**	**Social Skills**	**Self-help**
Costing leisure activities	Reading Radio and TV Times/newspaper/ magazine/books	Surveying leisure activities of area	Making a snack to take on a outing
Finding out opening times	Telephoning to ask for information	Planning and carrying out an activity alone or in a group	
Reading programme times			
Adding bowling scores			

B5. **Planning the Programme (one teaching session)**

A plan for a one day session, 9 a.m. to 4 p.m., has been included in this model to exemplify the type of activities that might take place as part of a Self-help Programme in a college-based flat.

B5.1. **Student Outcomes**

The session plans to:

give students some idea of the passage of time;

encourage students to organise their time effectively;

develop independence;

assess student progress;

give parents some insight into the abilities and needs of their son or daughter.

The students will be able to:

organise self and equipment to complete at least one activity;

work alone or as part of a team;

identify, locate and use the equipment and tools for at least one activity;

estimate the length of time necessary to complete one task;

identify a task they have completed in the flat and undertake to do the same job at home.

B5.2. **Content**

METHOD	MATERIALS
1. Discuss the type of activities to be carried out using photographs to identify each task: 1.1. getting undressed/dressed 1.2. making bed 1.3. setting alarm clock 1.4. washing self 1.5. hoovering 1.6 dusting 1.7. polishing 1.8. making tea 1.9. washing up 1.10. ironing 1.11. planning and cooking lunch	
2. All students do activities (1.1.) to (1.4.) above Students select the tasks they wish to do and record the tasks on their Record of Work sheets.	Record of Work (B5.3.1.)
3. Students choose two tasks and estimate how long they will take to complete. Starting and finishing times are recorded and the length of time calculated and compared with the estimate.	Record of Work
4. **Activities** 4.1. Self care – teacher assesses student's ability to complete tasks unaided. 4.2. Cleaning – before starting each task, student identifies the equipment needed, locates it and is reminded of its use. e.g. vacuum cleaner, iron, gas fire. 4.3. Planning – lunch – students refer to their recipe books made in self-help, choose a meal and list the ingredients needed. 4.4. Shopping – students check off ingredients already available and compile a shopping list. Estimate costs of each item and compare to actual cost of item. 4.5. Cooking lunch – students refer to recipe book.	Student recipe book (B5.3.2.) Shopping list (B5.3.3.)
5. At the end of the day discuss the activities and add comments to record sheet.	

Method	Materials
6. Discuss the tasks students might do at home, enter on work sheet and have students select a task to be completed at home during the week.	'Which jobs do you do at home?' Worksheet (B5.3.4.)
7. Record work on assessment sheet.	Assessment sheet (B.5.4.1.)

B.5.3. **Materials**

The following materials relate to the activities described in 5.2 above:

Record of Work	B5.3.1.
Student recipe book	B5.3.2.
Shopping list	B5.3.3.
Which jobs do you do at home?	B5.3.4.

Record of work

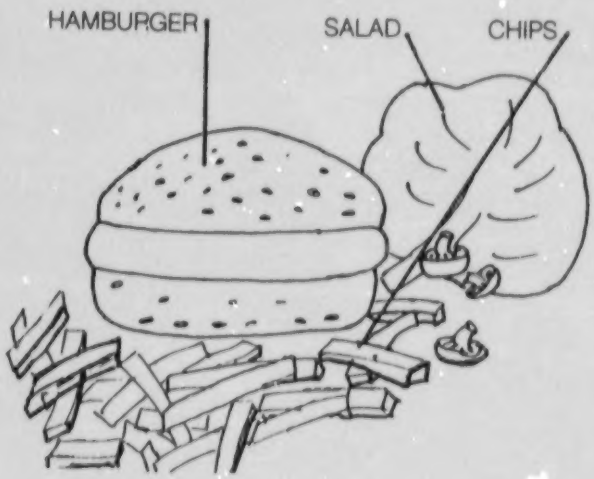
B5.3.1

Name _____

Course _____

Date _____

Date	Task	My guess	Starting time	Finishing time	Actual time taken	Comments	
						Student	Teacher



HAMBURGER		BE CAREFUL	
SALAD		EAT AS MUCH AS YOU LIKE	
CHIPS		DANGER	

What I need

What I do

Shopping list

B5.3.3

Name _____
Course _____
Date _____

Dairy	Est. Cost	Greengrocer	Est. Cost	Meat and Fish	Est. Cost	Groceries	Est. Cost
Total		Total		Total		Total	

Estimated Total Cost

Which jobs do you do at home?

B5.3.4

Name _____

Course _____

Date _____

Write the tasks you have done today in the first column (Look at your record sheet)
Tick ✓ the ones you do at home in the second column.
Tick ✓ how often you do them.
Tick ✓ whether you work alone or with another member of your family.
Choose one job that you will do at home this week. Ask your parents to sign sheet when you have done it.

Task I did in the flat	Tasks I do at home	HOW OFTEN?			HOW DO YOU WORK?		A job I will do at home alone
		Every day	Once a week	Very rarely	Alone	With another member of my family	

Parents Comments _____

Signature _____ Date _____

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B5.4. **Assessment**

This section contains a College Flat Assessment sheet for recording student progress (B5.4.1.) and questionnaires to be completed by students and parents following an overnight stay in the flat. (B5.4.2. B5.4.3. and 5.4.4.)

The second student questionnaire is designed for more able students. This example was completed by the student whose parents completed the parent questionnaire.

College Flat Assessment sheet

B5.4.1

Competence	Assignment: Gets in and out of bed	Remakes bed and changes linen	Dresses and undresses	Baths or showers	Boils kettle	Prepares tea and coffee	Operates hob cooker	Prepares snack meal	Operates toaster	Operates washing machine *	Uses iron	Operates vacuum cleaner	Polishes and dusts	Prepares lunch for friend	Goes shopping	Uses telephone	Budgets for 1 night stay	Stays overnight in flat	Budgets for 5 day stay	Stays in flat for 1 week	Entertains friend in flat	Spends 2 weeks in flat	
Communication Skills																							
Follows verbal instructions																							
Follows written and pictorial instructions																							
Explains/describes by writing & drawing																							
Explains/describes by talking																							
Reads to understand																							
Asks questions of teacher																							
Asks questions of peers																							
Numeracy																							
Recognises and counts up to 9																							
Orders and sorts																							
Reads dials																							
Estimates																							
Tells time																							
Handles money																							
Budgets																							
Measures mass																							
Measures volume																							
Social/Personal																							
Works alone																							
Works with others																							
Persists with task																							
Participates and co-operates																							
Tolerates																							
Solves problem																							
Aware of basic health and safety																							
Manipulative																							
Organises self																							
Organises materials and equipment																							
Uses simple tools and equipment – duster, brush																							
Uses complex tools and equipment – tin opener, iron																							
Uses gross motor movements																							
Uses fine motor movements																							
Uses hands as a tool																							

Student questionnaire

B5.4.2

To be completed following overnight stay in the College Flat.

1. Did you enjoy your stay?

Yes

2. What did you not enjoy?

I enjoyed everything

3. How did you feel about being away from home?

a bit shy

4. What skills do you need to learn before you stay again?

Emergency a to learn how to cook

Student questionnaire

B5.4.3

To be completed by student following an overnight stay in the flat.

Name_____

Period_____ to _____

1. What did you enjoy about staying in the flat?
   Give examples. Cooking, washing, washing up. Sometimes you can't do them at home. You have to shop and budget carefully.

2. What did you least enjoy about staying in the flat?

3. What do you feel you have gained by staying in the flat?
   More confidence

4. Do you think staying in the flat has made you feel more grown up and independent? Yes, because it's like living with a mate and you have to budget and shop carefully.

5. Do you think staying in the flat has changed the way you behave at home?
   Yes, I think so.

6. Do you think that by staying in the flat you have learned something about other people? Yes I have I have learnt how to cope and how they have to cope

7. How do you think you helped the other students who stayed in the flat with you? Showed them how to cook, how long you leave it in the oven (quiche) washing up/drying

8. What did you learn in return? They wash up after we have cooked and make a cup of tea.

9. Do you think the overnight stay can be improved? Decent books that we can read get some more blankets, cassette/radio

10. Would you like to stay again? I would like to stay another week but two weeks is too long.

Signed Date

Parent questionnaire

B5.4.4

To be completed by parents following an overnight stay in the flat by your son/daughter

Name of student _____

Period of stay _____ **to** _____

1. What comments did your son/daughter make after their stay in the flat? She fell in the door and said a week was long enough because she missed her family and dog. Complained at not being able to watch what she wanted on TV. Shows extreme selfishness in this respect. She said it was difficult as she felt responsible for the welfare of the other girls.

2. Do you see any change in your son/daughter's attitude to other members of the family? No. She's always lovely - though her dog capped for special treatment.

3. Do you think anything worthwhile is gained from students staying in the flat?

1. It makes them appreciate their home comforts
2. It makes them realise at least in J—'s case that she is self sufficient and could, if necessary, cope alone provided her shoes did not have laces and she could have her food mixer and electric tin opener. I could consider these stays in the flat very worthwhile and a great step forward in the process of maturing.

Signed Dated

B6. **Resources**

The materials used in this programme have all been devised by teachers. However there are a number of Government agencies and industrial groups which produce materials that may be of use. An extensive list of addresses is given in Schools Council Health Education Project 9-13 *Think well.* Nelson, 1977. In addition the following may prove helpful in devising course work:

District Health Education Service. Some areas provide an advisory service and the free loan of slides, charts, films, work packs and models. Health Education Units are usually located in health service property. To find the telephone number look in the telephone book under your health authority heading or in the yellow pages under health education.

Bell, L. et al.
Mostly meals. Longman, 1979.

Health Education Council
78 New Oxford Street, London SW1

National Dairy Council, John Princes Street,
London W1M 0AP

ROSPA, Cannon House, The Priory, Queensway,
Birmingham B4 6BS

B7. **Further Activities**

Inviting friends to a meal or a snack.

Keeping a diary or log book of stay in the flat.

Students rating their ability to do various tasks before and after completion. Drawing up a plan of action as a result of their experience in order to improve their performance (See Coping at Work 5.4.7 for possible format).

Conducting a survey of the leisure and shopping facilities in the locality.

Drawing up a list of the take-away food shops in the area.

Carrying out a series of home repairs e.g. changing a plug, a light bulb or a washer, sewing on a button, taking some shoes to be mended.

Shopping for household items.

Recording times and number of buses that run to local shopping centres.

Having a 'What would you do if.....? session e.g. tackling issues like 'What would you do if you smelled gas in the flat?'

Organising a residential course at a youth hostel or residential centre. A list of centres found useful by tutors is included in Appendix 5.

Programme C
Work Experience

C1. Introduction: What is Work Experience?

Unpaid work experience or job rehearsal should be seen as an integral part of the whole course and should therefore be prepared for, and supported, across the curriculum.

Work experience helps students answer questions 'What is work?' and 'What kind of work?' in a realistic setting. Watts (1980) defines it as 'schemes in which people experience work tasks in work environments but without taking on the full identity of a worker.'

In spite of mounting pessimism among college staff over the possibility of young people with special learning needs getting jobs in open employment at the end of their college course, the importance of work preparation remains since many young people are now competing for places on MSC schemes. It is viewed as a means of improving self-confidence and self-image and giving students an idea of what work involves. Whilst the programme content in this study emphasises the use of coping skills at work it also acknowledges the importance of training in job-specific skills.

C2. The General Objectives of the Programme are to:

introduce students to the idea of what work is;

provide opportunities to try different types of jobs;

assess student reactions in new situations where there is relatively little support;

assess student strengths and weaknesses in social and practical skills;

allow students to apply skills learnt in college in a work situation;

assist students to an understanding of their own needs in coping at work.

C3. Programme Organisation

C3.1. Facilities

With rising unemployment and the growth of MSC funded work experience placements, it is becoming increasingly difficult for college staff to find short term, unpaid placements for students. The problem is exacerbated by the special needs of those students who may require more support than is normally given by employers.

The method of organisation included in this programme is based on the work of teachers at a college of further education, who are assisted in their organisation of work experience by Project Trident.[1] The Project provides links with local industry and arranges and co-ordinates three-week work experience placements.

The length of work experience will vary. It may be considered preferable to begin by having the student do one day a week for a period of five or six weeks, followed by a block of two or three weeks for the second placement.

C3.2. The Students

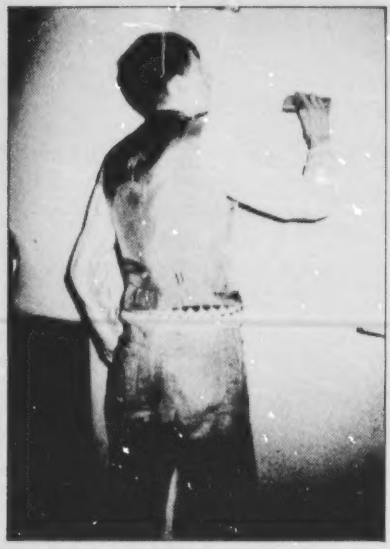
The range of student needs should be matched by the type of work experience placements available to them. Students are put in the type of placement most appropriate to their level of work readiness perhaps with the college caretakers or groundsmen, a local community centre or in open employment.

[1] The Trident Trust was set up in 1972 to organise community service, work experience and outdoor pursuits for young people over 14. The scheme operates in England and Scotland. A co-ordinator is seconded from industry and works as a point of contact between schools, local employers, and local and national voluntary organisations. Project Trident will also offer grant-aided sponsorship for outdoor pursuits. More information may be obtained from Project Trident National Office, Robert Hyde House, 48, Bryanston Square, London W1H 7LN.
Tel: 01-723 3281/3615.

Community based learning

This student is on work experience at a riding stable. She was prepared to cope with weather that is often cold and wet.

Weeding out radishes causes a few doubts about the right ones to throw away – working in a garden for the physically handicapped.



Redecorating a flat gives this student a realistic context in which to learn painting and decorating.

C3.3. **The Course Team**

The activities given in C4 suggest ways in which a number of staff may be involved in preparing students for a work experience placement.

C3.4. **The Teacher**

The role of the teacher is that of facilitator. He or she plays an active part in assessing student readiness in consultation with the student and other members of the course team (see C5.4 for suggested assessment procedures). The student is then matched to the appropriate placement. It is also necessary to provide support for both the student and the place of employment by at least one visit a week. Finally he or she will need to help the student reflect on the experience and assess future needs.

A summary of the teacher's role with accompanying materials is given in C5.2 and C5.3.

C4. **Planning Across the Time-Table**

The following linked activities suggest ways in which students may be prepared for a work experience placement. They have been divided into four broad curriculum areas and show ways in which the preparation may be carried out across the time-table.

General objective: Introduce students to the idea of what work is (by preparing them for work experience in open employment).

Specific Objectives: To enable students to:

plan and carry out the journey from home to the place of work;

find the place of work;

know times of starting work, break times and ending work;

know who to ask for help;

have an idea of the work they will be expected to do;

plan a daily budget;

plan an appropriate working outfit.

Objective 1: plan and carry out the journey from home to the place of work

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Recognition of bus numbers Giving nearest appropriate amount of money Checking change Understanding fares— single return cheap day season ticket	Recognition of local place names Reading local transport maps Drawing sketch map of how to get to work place	Role play: asking the way, taking a bus journey, getting lost Rehearsing journey from home to work place with teacher or peer Rehearsing journey alone—get slip signed to confirm arrival	

Objective 2: find the place of work

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Recognition of street numbers—odd/even/ ordering	Recognition of sight vocabulary appropriate to placement	Visiting work place with teacher, and noting toilets, supervisor's office, etc	

Objective 3: know times of starting work, break times and ending work

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Telling the time Identifying other ways of knowing the time—bells, buzzers, etc	Telephoning to work place—how to make a call, who to ask for, what to say	Role play: making excuses, apologising, getting back late, arriving late, tea break	

Objective 4: know who to ask for help

Numeracy	Communication Skills	Social Skills	Job Specific Skills
	Practising asking different people for different kinds of help eg. where something is kept, what time to go for tea.	Understanding roles of people at work through (i) 'Assembly Line' simulation (see 6.7) (ii) Role play—feeling ill, forgetting what to do, running out of money making a mistake	

Objective 5: have an idea of the work they will be expected to do

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Counting out Sorting Timing activities	Listening to tapes, and watching videos of work experience	Talking to other students who have already completed a work experience Using photographs, choosing a job and interviewing each other about jobs Interviewing a worker about their job	Appropriate to work experience, discussing and recording jobs to be done and tools to be used Understanding safety at work Practising how to lift, carry, stack, etc

Objective 6: plan a daily budget

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Estimating expenses Listing expenses and totalling	Understanding how to open a savings account in a Post Office, building society, bank Depositing and withdrawing money	Role play: running out of money, losing money	

Objective 7: plan an appropriate working outfit

Numeracy	Communication Skills	Social Skills	Job Specific Skills
Costing set of clothes appropriate for work		Role play: choosing clothes for a range of people and situations Matching jobs to clothes	Finding out what clothes are supplied by work place

C.5. Planning the Programme (a work experience placement)

C.5.1 Student Outcomes

The students will be able to:

identify two or more jobs that they would like to do;

identify some skills necessary for coping at work;

describe the functions of a variety of other people at work;

describe the work they did;

describe the general function of the work place;

identify one or more areas in their own performance which could be better and plan how to improve;

discuss and evaluate their work during their work experience placement;

C.5.2 Content

METHOD	MATERIALS
1. Decide to run work experience scheme. Get backing of Head of Department and Principal.	
2. Check insurance regulations with LEA.	
3. Liaise with Specialist Careers Officer or Project Trident to locate possible placements or use personal contacts, possibly as a result of class visits to work places.	
4. Make initial contact by letter – follow up with phone call.	
5. Visit potential placement, explain nature of the work experience and complete job profile.	Job Profile (C.5.3.4.)
6. If possible, arrange an employers' meeting in college.	
7. Assess student readiness and abilities in consultation with staff and students.	*Work skills rating scale* – Whelan and Schlesinger (1979) *Me at work* – Whelan and Speake (1980)

METHOD	MATERIALS
8. Send letter to parents explaining nature of work experience, and the support they can provide.	
9. Interview individual student to ascertain interests and fill in basic information sheet. Match student to possible placement.	Project Trident Job Selection Sheet (C5.3.2) Project Trident Job Description Sheet (C5.3.3) Job Profile (C.5.3.4.)
10. Approach firm to confirm placement and arrange for worker to take responsibility for student.	Letter to firm (C.5.3.5.)
11. Inform staff of absences and placement programme.	
12. Give student a card giving essential information about work place and arrange preliminary visit (with teacher if necessary) several days prior to starting placement.	Student basic information card (C.5.3.6.)
13. Placement period – visit student at least weekly during 3 week placement, more if necessary. Talk to employer and student independently.	
14. Arrange for students to return to college once a week for debriefing.	Talking about Work Experience (C.5.3.7.) 'Coping at Work' (C.5.4.7.)
15. Compare employer's and student perceptions of the placement and discuss assessment with student, teacher and employer.	Project Trident – employer's reports (C.5.4.4 and 5.4.6) Project Trident – student report (C.5.4.5.)
16. Interview student after placement and give debriefing questionnaire. Draw up action plan as a result of interview.	'Coping at Work' (C.5.4.7.) *Me at work (op. cit.)*

C.5.3 **Materials**

The following notes and related materials are those referred to in the work experience programme described above in C5.2

Title	
Matching student to placement	C.5.3.1.
Project Trident Job Selection sheet	C.5.3.2.
Project Trident Job Description sheet	C.5.3.3.
Job profile	C.5.3.4.
Letter to firm from college	C.5.3.5.
Student basic information card	C.5.3.6.
Monitoring the experience	C.5.3.7.

C.5.3.1. **Matching Student To Placement**

Selecting the most appropriate work experience includes having a range of placements available and a clear idea of the skills involved in each job.

In the following example the student's details and job choice are entered on a Job Selection sheet. On the basis of this selection a job is chosen from the Job Descriptions, which most nearly matches the student's choice and abilities. In this case an additional job profile has been drawn up by the teacher to make the job description more appropriate to the needs of the students. A similar job profile could be completed by talking to the employers.

In matching students to placements it is important that the student knows exactly what he/she will be expected to do e.g. he/she may be asked to sweep the floor, lift heavy crates or clean toilets. This information often prevents problems arising when students are asked to do jobs they are not prepared for. If, as a result of knowing what work is involved, students are unwilling to go to a placement, try to discover the reason. Rather than considering the work beneath them, students are often afraid that they will be unable to do the work and need training in the specific tasks.

project trident

Job selection

Work experience

Pupil's name

Home address

Home telephone No. Date of birth

Name of parent or guardian

School/College

Address

Telephone No. Form

Head teacher

Name of teacher who will organise your work experience:

What subjects are you studying?

Past exam results (Sixth Form and F.E. students only)

Job Choice

Description	Employer's name	Job code No.

If there is a kind of job you would like to do but which is not listed in the Job Descriptions, please describe it. We might be able to arrange something for you, but in any case indicate your three choices above. *Remember that you must be prepared to accept any of the three.*

Teacher's comments

TWE3/80

project trident

Job description

Work experience

Employing organisation RIDING SCHOOL

Address

Phone No.

Contact

Title PROPRIETRESS

Job title TRAINEE GROOM

Department

Job description

TO ASSIST WITH 1) Grooming horses
2) Cleaning tack
3) Cleaning out stables
4) Schooling horses

Work Supervisor

Title

Working times

Days of week 5 days including weekends

Hours of day 9.00 to 6.00

Job requirements Physically fit, agile young person with a standard of intelligence and self confidence.

No. of times available in one year 6

No. of pupils at any one time – in this job 1
in all jobs

Dates not available 1

Description of working conditions *(Delete non-applicable words)*

(Ring number to indicate proportion of time; 1 – occasionally
2 – half the time
3 – most or all of the time)

Stables	1 2 3	:									
Office	1 2 3	:	Workshop	1 2 3	:	Warehouse	1 2 3	:	Ward	1 2 3	
Restaurant	1 2 3	:	Counter	1 2 3	:	Laboratory	1 2 3	:	Outdoor	1 2 3	

Normal temperature :

A free meal will be provided/

Working with people in a : small group (5)

: protective clothing needed/provided : involves lifting and carrying articles weighing up to : over 40 lbs.

OLD CLOTHING AND WELLINGTON BOOTS NECESSARY

TWE2/80

Job Profile

C5.3.4

JOB: Trainee groom in Riding Stables

JOB DESCRIPTION: To assist with: grooming horses
cleaning tack
cleaning stables

STUDENT REQUIREMENTS

Job specific

Uses and cares for basic cleaning equipment – brush, shovel, fork
Lifts
Physically fit
Likes animals

Communication

Listens to instructions
Reports what has been done

Social

Enjoys working outside
Works alone or with others
Patience

Numeracy

N/A

Job Profile

C5.3.5

Letter to Firm from college

Dear Sir,

I am writing to introduce you to _____
who is shortly to attend your establishment on a three week
Project Trident work experience placement.

_____ _____ attends the full-time Work Preparation Course
at the college and the work experience placement is a vital aspect
of the course.

The aim of work experience for our students is to gain insight into
the "world of work" and extend their experience of life.

The students on the course are educationally disadvantaged and
suffer from severe learning difficulties. As a result they may be
slow to learn new activities but with clear instructions and direction
will be able to successfully complete all set tasks.

Should there be any questions you wish to ask, or should any problems
arise do not hesitate to contact me at the above telephone number.

Yours faithfully,

Senior Lecturer
Work Preparation Unit

C.5.3.6. **Student Basic Information Card**

It is important that both the student and the employer are quite clear about what is expected of them. Teachers may find it useful to give the students a card giving details of the placement. It is also helpful if the student can be given the name of a co-worker who will 'foster' them until they become used to the organisation.

THINGS TO REMEMBER

Name _____ Date _____

Your work place is _____

The address is _____

The telephone number is _____

The person who will help you is _____

You will start work on _____

and finish on _____

You will work from _____ to _____ everyday.

You will need about _____ to spend each day.

C.5.3.7. **Monitoring The Experience**

Regular visits to the placement are an essential part of the teacher's work. It is helpful to talk separately to the student and the employer to assess the student's progress. Photographs or slides of the student at work can also provide an excellent record of the experience and may be used for presentations and worksheets for college based activities. Students are often expected to keep some form of diary but during block placement this can prove difficult for students with special learning needs if they are expected to write without help. They may have problems in reading or writing and be unable to focus on particular aspects of the experience. Often the memories slip away all too quickly and spontaneous learning is unlikely to take place. It is therefore important that the students are able to return to college for one session each week to discuss their experiences.

The teacher leading the discussion in the following extracts arranged that his students should return to college each Friday afternoon during their work experience. The students were in the first year of a two-year course, and for most it was their first experience of work. Students were placed in pairs for a two week placement as follows:

Placement	**Job**
Supermarket Take Away	Catering Assistant
Hostel for mentally subnormal and mentally ill adults	Domestic Assistant
Gardens of a hospital	Gardening
Supermarket	Warehouse work
Old People's Home	Domestic Assistant
Old People's Day Centre	Care Assistant

The list of activities in 'Coping at Work' (C.5.4.7) forms the basis of their discussion, but students were also encouraged to talk about their fears and difficulties. The final extract illustrates the need for regular visits from the college tutor.

Getting on with other workers:

S. I was baking cakes and you know that cream – we had to squeeze it out of a thing.
T A funnel – to make patterns on the cakes.
S. Yes, I made sandwiches as well.
T Did you like it?
S. Yes. There was one doughnut left over and Peter said before you put sugar on it put salt on it and he gave it to Frances to eat. It was really funny. (General laughter)

Listening to instructions:

T Who gave you instructions?
Various students – Peter, Sister Mary, Paul, Mr. Warner, George.
T How did they tell you what to do?
S. They talk and tell you what to do.
S. You watch what he's doing.
S. You have to do what he's doing.
T What's the very first thing you have to do?
S. Listen – if you don't listen you don't do the right thing.
S. You know that desk in the centre of the shop – there's a mike and they say to you 'Will Clive come to the desk?'
T Oh yes – I saw that. Did anyone get any instructions wrong?
S. I put the quilt on the bed wrong and the sister said you don't do it like that and she did it for me. She didn't mind.
T No, people don't mind – either they'll help you do it again or they'll do it. You just have to say 'sorry'.

Knowing when to stop work:

T Who had to tell the time at their work placement?
S. I did – I kept looking at the clock.
T Why? What did you want to know?
S. Break time.
S. Our break was at 10 o'clock to 10.30.
T How did you know when it was break time?
S. Mr. Warner told us – we didn't have to pay for our tea.
S. They rang the bell for us.

Keep on trying till the job is done:

S. The hardest thing was scraping custard off the bottom of saucepans. They made me scrub it again.
T That's what it's like – you have to keep on doing it until you get it right.
S. You have to keep on practising until you get it right.
S. I wanted to give up and leave it but I stayed the whole week through. I wanted to give up but I thought – no I wouldn't.

A recurrent theme for the students is the difficulties they experienced in being away from college:

S. We tried to ring you twice Matthew – we got depressed going there. We wanted to come home – [College] – we were feeling ill and that. We couldn't get through on the 'phone.
T Are you glad you stuck it out though?
S. In a way I was and in a way I wasn't.
T It would have been a pity if you had given up.
S. You know when you came to see me – I fell flat in your arms.

C5.4 **Assessment**

C5.4.1. **Assessing Student Readiness**

Whelan and Speake (1980) stress the fact that assessment methods should reflect the curriculum. Where a college has developed a profiling system based on course content it may be adequate to use this as a way of deciding when and where a student should be placed on work experience.

There are a number of vocational assessment tests available (see Chapter 4, Whelan and Speake (1980) but both the two rating scales described here were designed for use with both handicapped and non-handicapped people, since the criteria are applicable across all levels.

(i) *Works skills rating scale*
E. Whelan and H. Schlesinger (1979)

Students are rated on a scale of 1 to 5 for each of 24 objectives. It is suggested that staff meet as a team and consider the same objective for each student, in order to eliminate bias.

e.g. *4. Supervision Need* – The extent to which an individual having learnt the task needs guidance and control in order to operate efficiently.

1. Needs continual close supervision in order to operate.

2. Needs close rather than continual supervision – can only be left to work alone for short spells.

3. Able to work without supervision for considerable periods but needs to be checked regularly.

4. Minimum supervision is required and only at critical stages in the task.

5. No supervision is required in order to operate efficiently on current task.

(ii) *Me at work* E. Whelan and B. Speake (1980)

Students are asked to consider their own feelings about work. The questions match the objectives on the Work Skills Rating Scale and can be used to compare the student's rating of him or her self with that of the staff's.

e.g. How much do you think you need to be told what to do?

I need to be told very often ☐ ☐ ☐ ☐ ☐ I only need to be told once

C5.4.2 **Self Assessment**

Student self assessment or trainee centred reviewing (TCR) is beginning to play an important role in Youth Training Schemes and on some college and school based vocational preparation courses. By involving the students in evaluating their own progress the traditional role of the teacher or supervisor is being challenged and the process of assessment becomes a joint activity with the student assuming more control. Much of the work is still being piloted and the content and organisation of various systems being evaluated.

Apart from Whelan and Speake's *Me at work* little has been done in relation to students with special learning needs. Experience suggests however that with a carefully structured approach students with severe to moderate learning difficulties can be taught to think about their work in quite analytical terms as shown by the discussion on following instructions in C5.3.7. above.

C5.4.3. **Evaluation Materials**

i) Employer's and Student's Assessment of Work Placement

The Project Trident sheets (C5.4.4 and C5.4.5) were designed for use with all young people on work experience. A more detailed example is included which has been designed for use with students on Vocational Preparation courses (C5.4.6). It can be argued that in evaluating work experience placements students with special needs should be measured against the same criteria as other potential employees since they are competing in the open market.

ii) **Coping at Work**— Evaluation Worksheets

The assignment 'Coping at Work' (C5.4.7.) has been adapted from some materials developed by the ILEA Further Education Advisory Teachers Centre and designed to encourage students to evaluate their performance on work experience and think of ways in which they can improve. The teacher's sheet suggests how it may be used to allow for a range of student abilities.

C5.4.4

project trident
WORK EXPERIENCE

EMPLOYER'S REMINDER

JOB NO. S60/1

(home phone no) and a pupil at

(phone no

is due to have work experience with your organisation at:–

(Phone no) as Trainee Shop Floor Assistant

He/she will start on Monday 21 st Sept., 1981 and finish on Saturday 10th October 1981

The hours of work will be 5 days Monday to Saturday rota day off 8.30 to 5.30

On the first day he/she will report to:–

If any difficulties arise contact the school and ask for:–

EMPLOYER'S REPORT

When the above pupil has completed the work experience period would you please fill in the following report and return this sheet to the Trident Co-ordinator.

	Good	Acceptable	Poor	COMMENTS
Time Keeping	☐	☐	☐	
Learning ability	☐	☐	☐	under circumstances
Productivity	☐	☐	☐	tried very hard but a lot
Accuracy	☐	☐	☐	of effort into her work
Relationships with other employees	☐	☐	☐	
Relationship with supervisor/manager	☐	☐	☐	

GENERAL COMMENTS

Dawn settled into her work very well and showed a lot of interest in her job.
Very polite to customers and friendly with staff.

PLEASE RETURN THE ENTIRE FORM

BEST COPY AVAILABLE

C5.4.5

project trident
WORK EXPERIENCE

JOB NO. S60/1

TEACHER'S AND PUPIL'S REMINDER

(home phone no) a pupil at

(phone no

This is to remind you that you are due to have work experience at:–

(Phone no) as Trainee Shop Floor Assistant

You will start on Monday 21st Sept. 1981 and finish on Saturday 10th Oct. 1981

The hours of work will be 5 days Monday to Saturday rota day off 8.30 to 5.30

On the first day please report to reception and ask for:–

If you have difficulties during this period contact your teacher:–

PUPIL'S REPORT

When you have finished your work experience complete this page and hand it to the teacher named above.

Please answer each question by putting a ring round the word(s) which indicate how you felt about your experience.

- The work I did was on the whole:–
  interesting / exciting / useful / easy / difficult / frustrating / dull / boring

- In doing the job for this employer do you think you were to him:–
  a great help / fairly helpful / no help / a bit of a nuisance / a complete waste of his time

- The people I worked with were, on the whole:–
  helpful / friendly / encouraging / co-operative / critical / unhelpful / unfriendly / bossy / ignored me

- As a result of this work experience I think:–

	Tick
I do not want to do this kind of job when I leave school.	☐
I now want to do this kind of job when I leave school.	☐
I have changed my mind about the kind of work I would like to do when I leave school.	☐
I now want to stay on at school and get good exam results.	☐

- The teacher who visited me at work was Mr/Mrs./Miss .....

GENERAL COMMENTS

PLEASE RETURN THE ENTIRE FORM

BEST COPY AVAILABLE

Employers report for work experience

C5.4.6

Name of employer _____

Contact _____

Name of student _____

Type of work _____

Length of time from placement _____

Type of placement – Block/Day release

Please fill boxes as follows √ yes 0 with help X no N/A does not apply

Reliability	Is generally punctual	Attends regularly	Informs employer if absent	Is honest and trustworthy	Works without constant supervision
General attitude to work	Is willing to try new tasks	Able to perform more than one task	Shows initiative	Is generally a keen worker	Is willing to persevere
Relationships	Gets on well with other workers	Is able to co-operate with supervisors	Can deal appropriately with customers & clients	Can work in a team	Can work alone
Listening & speaking	Asks questions when needs help	Listens when given instruction	Can retain information	Can pass on information to others	Can use the telephone with confidence
Reading and Writing	Can follow written instruction	Spelling adequate for this work	Handwriting adequate for this work		

Practical Ability	Can do simple calculations	Can measure accurately	Is good with hands	Is able to sort objects and papers	Has potential for training in this work

If an appropriate position became available would you consider appointing this young person? yes/no

General impression and comments

Signed _____ Date _____

Thank you for your co-operation

Coping at Work—
Teachers' sheet

C5.4.7

AIMS

1. To encourage students to reflect on the coping skills they need at work.
2. To develop student self-awareness and self-confidence in their own abilities.
3. To show ways in which students may influence their own performance.

OBJECTIVES The students will be able to:

1. identify a range of coping skills used at work.
2. evaluate their ability to cope at work.
3. plan a course of action to improve their own skills through discussion and negotiation.

METHOD OF USE

The content may need to be broken down into smaller units of work. Each section will need to be accompanied by discussion. Students may work individually or as a group.

WHEN TO USE

The worksheets may be used before, during or after a work placement. Responses can be compared e.g. whether a student imagined that things would be more difficult than they actually were, whether they used more skills than they thought. It may only be appropriate to discuss and record the skills the students need.

Coping at Work—
Students' sheet

Name_____
Course _____
Date _____

Here is a list of some things you might do on your work experience. Put a / next to the things you did and then tick whether you found them easy, fairly easy, or difficult

Some things you might do	Things I did	Easy	Quite Difficult	Difficult
Travel to work				
Get to work on time				
Find the work place on the first morning				
Find your way round				
Know who to ask for help				
Know when to stop work for breaks				
Know when to go back to work				
Get on with other workers				
Get on with the supervisor or boss				
Stand up all day				
Work from to				
Wear the right clothes for the right job				
Work quickly				
Know the job				
Be polite				

Some things you might do	Things I did	Easy	Quite Difficult	Difficult
Work on your own				
Learn to do new things				
Keep on trying until the job is done				
Use equipment and tools				
Organise things				
Read				
Write				
Copy				
Listen to instructions				
Take messages				
Go on errands				
Count				
Learn about Unions				

2. Divide the list into two parts

Things I found easy	Things I found difficult
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3. Now you are going to think about ways to improve.
Do you need someone to help you or can you help yourself?
Write the list of things you found difficult in the first column.
If you can improve by yourself put a tick in the second column.
If you need someone to help you, put a tick in the third column.

Things I need help with...	Things I can improve by myself...	Things I need help with...

A Plan of Action for Myself

4. Look at the list of things you can improve for yourself. Choose ONE. Write it in the first column. Think of some ways to help yourself and write it in the second column.

Things I can improve myself	What I can do	Comments			
		Date	Student	Date	Teacher

A Plan of Action for Myself and my Teacher

5. Look at the list of things you need help with. Choose ONE. Write it in the first column. Talk to your teacher and decide how you can get help.

Things I need help with	What help I can get	Comments			
		Date	Student	Date	Teacher

C6 **Resources**

BBC TV series *Speak for yourself* first transmitted 1980

FHE Curriculum Development Project *Work experience pack*. 'In a City' Series. ILEA Learning Materials Service. 1980

Trident Project National Office
Robert Hyde House
48 Bryanston Square
London W1H 7LN

Whelan, E. and Schlesinger, H. *Work skills rating scale* Copewell Publication. 1979

Whelan, E. and Speake, B. *Getting to work*. Souvenir Press 1981

Whelan, E. and Speake, B. *Me at work*. Copewell Publications. 1980

'Assembly Line' Starting work. Basic Skills Unit 1981

C7 **Further Activities**

Rating job-specific skills using a similar format to 'Coping at Work'.

Making a video of students on work experience to use as a basis for discussion before and after work placements.

Using photographs taken during work experience as a basis for discussion and on work sheets about work.

Interviewing a worker about his/her job at the work placement.

Identifying and matching a range of local work places and training schemes where similar work is available.

Surveying the work placement locality to identify local shops, transport facilities, parks and cafes.

Surveying the work place noting the nature of the work room – its size, light, noise, temperature, organization, decoration.

Evaluating the work experience – what students liked and disliked.

Finding out about pay and conditions of service.

Comparing hours of work with other students by making bar graph.

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APPENDIX 1
List of Contributing Colleges

The following colleges contributed to the preparation of the teaching programmes –

Abraham Moss College

Airedale and Wharfedale College

Bedford College of Further and Higher Education

Bournville College

Brooklyn Technical College

Garretts Green Technical College

Huddersfield Technical College

Norwich City College

Percival Whitley College

Rotherham College of Arts and Technology

South East London College

South Thames College

Trowbridge College

APPENDIX 2
Diary of an Opex III Course Tutor

Monday **14 February**

8.45 Arrive at College - Greeted as usual by students who are already in their room next to staffroom - Spend time listening to news.

8.55 Staffroom - gather work.

9.00 Member of teaching team is absent - so I shall be covering his classes for OPEX III This week (Some 3 hrs. extra) - good opportunity to launch 'Newspaper Project' (OPEX III Newspaper/Magazine).

10.00 - 11.00 Normal class contact time with OPEX III. Basic Skills.

11.00 Coffee break - however no time for coffee because receive phone call from social worker re student 'A' following my enquiry last week.

11.25 'Individual tuition in basic skills.'[2]
See student 'B' ½ hr.
See student 'C' ½ hr.

12.15 Dinner Break discussion with colleague concerning student based learning on 'Moving into a Flat' project.

12.30/1.30 Departmental Staff meeting.

1.35 Phone DHSS about Supplementary Benefit for student 'D'.[3]
Write notes in 'Student Anecdotal Record Book'[4]

1.50 Collect information from main block pigeon holes concerning 'Study Day'.[5]

2.00-2.30 General studies class cover for colleague.

2.45-5.00 'O' level English Literature class (½ hr. break for tea).

5.00 Collate notes for diary for this document.

5.30 Go home

6.15 Receive phone call at home from students 'D' father about DHSS developments.

8.30 - 10.00 Continue work on OPEX III curriculum Development Paper and Course Document (long term project)

Footnotes

1. OPEX III
A one year full time bridging course for students with special needs.

2. Individual tuition on basic skills - 4 hours per week allowed as class contact time for the course - 12 students majority with very minimal literacy skills.

3. Have already spent a lot of time with both student D and her parents in attempt to sort out difficulty here. Organising a self help document for next year's intake.

4. S.A.R. - used by course team to record development - for communication between staff.

5. Study Day on Learning Independence (15/19 years) - organised by me for Teachers and Care Staff involved with leavers in Special Schools and those people in Further Education Sector running post 16 programmes.

8.50 Arrive at college - see student 'D' to discuss last night's phone call and her work placement difficulties.

9.00 Cover for absent colleague. (same as Monday 9.00 – 10.00)

10.00–11.00 Basic Skills tuition
See student 'E' ½ hr.
See student 'F' ½ hr.

11.00–11.15 Coffee break. Phone King's Lynn without success.

11.15–12.15 Basic Skills Tuition
See student 'G'
See student 'H'

12.15 Lunch
Phone to confirm Belgium Trip with Townsend/Thoresen.
Organise insurance for trip and details of cheap travel once in Belgium to Bruges.

12.45 Read some chapters of 'Drama as a Learning Medium'[1] by Betty Jane Wagner (about Dorothy Heathcotes methods).
Talk to colleague about the value of drama.
Eat sandwiches / have coffee / relax.
Learn that HMI is coming on 16th March to see my work in drama with OPEX III.

2.00 Visit student concerning Thursday morning session at Charing Cross Centre.[2]

4.30 Home

7.30–9.00 Making 'Basic Skills' materials for class.

Footnotes

1. Would like to do some detailed work in this area. Although trained as English Main/Drama subsidiary subjects, I have never had any specialist drama training. Basically I am learning as I go along.

2. This Thursday is the first session of a course jointly initiated by myself and the Specialist Careers Officer for past OPEX/WIC students to meet their special needs continuing and developing their education under the auspices of Norfolk Adult Literacy Agency. It will be financed and taught by their staff. I attended this first session to introduce students to the tutor. My visit to this particular past student was an attempt to get her to this first session because she has become very isolated and withdrawn since leaving college two years ago. The Special Careers Officer has not been able to get her to respond to appointment to discuss her future. However, prior to Christmas she attended the OPEX III Dec 20 after I wrote to her inviting her. She has agreed to come and try out the course.

9.00 Arrive later than usual – go straight to drama centre.

9.00–12.00 Three hour Drama & Communication Session with OPEX III

12.15 Tried to contact social worker concerning student 'I'

12.30 OPEX III staff meeting.[1]

1.00 Did some work on 'Individual Student's Goals' and 'Evaluation'.[2]

1.45–3.00 Appointment with social worker who came in to talk about OPEX III Course and his client who is a possible OPEX III applicant for 83/84.

3.15–3.50 Saw student 'I' and student 'E' about a difficulty they were having concerning their relationship.

3.50 Home

5.50–9.00 Back to College for evening class.
I am a student on the 'City & Guilds Course' 'Teaching the Handicapped in Further Education'.

Footnotes:

1. OPEX III staff meeting – we meet regularly once a week. We decided to limit it to ½ hour and commit ourselves to writing up notes in the S.A.R. and reading others' comments.

2. Course team wanted individual goal setting to be organised for the second part of the course to clarify our evaluation of students' progress before parents' meeting 16th March.

8.50 Arrive College — see students as usual.

9.05 Take phone call in staffroom and have to deal with a problem concerning a WIC[1] placement.

9.45 Meet a past OPEX student who has a sister on this years OPEX course. We walk together to the Charing Cross Centre to attend the first session of the 'Special Needs' Group run by Adult Literacy. She talks very coherently about her life and activities. I am worried by family's apparent misunderstanding of her youngest sister's (not the sister on the OPEX course) "brain problem" (her words). She explained that the doctor at the hospital who has been "doing tests" on her sister, said that he could operate to prevent "fits", but that if he did "she would be a vegetable". Her mother was very upset and does not want her daughter to attend the hospital anymore. Admittedly this information may have been misunderstood by the girl but it would appear that there is the possibility of an misunderstanding gap between the professionals and their clients. Made a mental note to follow up this problem with the parents at meeting in March. Parents have learning difficulties themselves which exacerbates the problem.

10.00–11.45 Attend meeting at the Charing Cross Centre. Very good meeting!

11.45 Leave meeting with Specialist Careers Officer and go back to interview prospective OPEX III applicant.

12.00 Arrive College – interview applicant. Talk with mother and class teacher.

12.50 Lunch break.
Talk to colleague about work placements for OPEX III students.

1.25 Contact Adult Literacy tutor about the 'Basic Skills Weekend' in March.[2]

1.30 Coffee and informal talk to my Head of Department about developments in 'Special Needs' group and Further Courses/

Footnotes

1. In our department the OPEX III course team works very closely with the MSC courses staff – indeed half the staff on the OPEX team teach on the 'Work Introduction Course'. I do not teach on the WIC course although I did formerly, and this year I shall be involved in assessing both WIC/YTS and OPEX applicants for their suitable placing on particular courses with the Specialist Careers Officer at the careers office.

2. Jointly organised and staffed by Adult Literacy/College.

extension courses in the light of the meeting this morning. Money always appears to be the problem, but perhaps also there is a problem of priority.

2.00 Tutorial with student 'J'.

2.30 Write letter to parents to keep them in touch with events/projects/meetings.

Write letter in reply to enquiry about OPEX III course.

Collate material and information for 'Study Day'.

4.00 Write up notes in S.A.R. and make notes from morning session, finally write up diary notes.

5.00 Home

8.00–9.30 Lesson preparation

8.50 Arrive - see students as usual.

9.00 Take class for absent colleague as on Mon/Tues. from 9.00 until 10.00.

10.00–11.00 Basic skills class with OPEX III.

11.00 Coffee. Talk to student 'K' about his CB radio.

11.15 Basic Skills Individual Tuition (½ hr with student 'J') (½ hr with student 'J')

12.15 Coffee

12.30 Drama staff meeting

1.30 Lunch

1.45 Teaching 'O' level English literature

3.45 Tea break

3.50 Saw student 'C' to discuss our visit to the Spastic Work Centre last week. Also, student 'C' is applying to Beaumont College and we discussed this. His mother had 'phoned earlier, and after discussions with student 'C', I phoned his mother back.

4.25 Phoned King's Lynn but unable to get through. Gave up after repeated attempts. Priority for next week.

4.50 Checked through registers.

5.05 Home

9.00–10.30 Reading through students' work (OPEX III). Marking English essays for 'O' level group.

APPENDIX 3
Reports of Teaching Strategies

During the preparation of this manual several teachers provided written accounts of certain aspects of their work which it has been felt useful to include.

They are:

1. an approach to literacy teaching, using students' taped and written work to provide a basis for the programme.
2. some strategies for adapting non-verbal communication games for classroom use.
3. a simulated factory in a college-based craft workshop.

1 An approach to literacy teaching

Introduction

It is important to recognise the student's own potential in contributing to programme planning. Elizabeth Bee, Norwich City College, encourages students to tape record accounts, stories, poems and plays which she transcribes. Here is an example of some work by two students called 'Shoplifting'.

One of the children shoplifted. Joe was his name. He went by the Supermarket and decided to go in, saw his mate Bill and they both started talking. Bill said, 'Let's pinch a bar of chocolate over there.' They both looked round and Joe said 'I will pinch some and then we will share them out.' Joe put them in his pocket and walked out of the shop and Bill followed. The store detective told him to go back to the office with him. Bill leaves Joe alone pretending he has nothing to do with it. The store detective takes Joe to the manager. When they arrive there the manager rings up the police and tells Joe to wait there until they arrive. The police, once they arrived, searched him. The police blamed the parents for Joe stealing the sweets. The police let Joe go home after he says he is very sorry and will never do it again.

The police go into Joe's home also, they say it was their fault that Joe stole the sweets because they did not give him the right attention so they fined each parent £10 each. The parents punished Joe. They made him go without his tea and would not let him out. After this incident there were a lot of family rows. Carol's mother said to Rowen 'You should have been careful and went out with Joe.' Rowen said 'It wasn't my fault.' Then Carol says 'It was your fault, you could of done more to prevent it.'

Then Rowen's mother joins in. She says to Carol 'Don't you blame Rowen, it wasn't his fault.'

There was a huge row between both families and in the end nobody spoke. Rowen and Carol both realised that it was no use being grumpy, the incident had happened and nothing could change it, so they thought the best thing to do was to forget about it.

Follow-up activities

These might include:

reading the story;

using it as a basis for an individual or group literacy programme;

discussion of parental roles and responsibilities, getting on with family and friends, the role of the police;

role play arising from discussion.

2. Non verbal Communication Games

Activity	Teaching Strategy
1. Introduce the idea of non-verbal communication (n.v.c.). Most of what we pick up from other people comes from their appearance and how they say things, rather than what they say.	Explain the aim of the exercises first.
2. Give students slips of paper naming various attitudes and ask them to walk into the room in a way that shows they are: angry; sad; frightened; surprised; happy; disgusted. Ask students to guess how the student is feeling and how they decided.	Assist students to communicate their feelings without using words by using photographs of self to illustrate moods and have students guess what mood is being illustrated.
3. Give students slips of paper with a sentence on and ask them to come into the room and say in a specified manner: e.g. That was a really good film – Disgusted I've lost my bag – Happy I'm fed up with doing this – Frightened Do you want a cup of tea? – Angry Can you lend me a quid? – Surprised Hello, how are you? – Sad Discuss what impression the students gave and how the words should match non-verbal behaviour.	Discuss after each performance rather than at the end.
4. Hold a conversation between two people with no eye contact on the part of one of them. Ask the group what was unusual about the conversation and how the two people might have felt. Why is eye contact important and what does it tell us about the person we are talking to?	Role play by tutor(s) to demonstrate the importance of eye contact and explain how it feels to talk to someone who will not look at you.
5. Draw an outline of a body. Get the group to say what parts of the face can convey non-verbal messages. Fill in each part as it is mentioned. Fill in the parts that the group mentions and discuss the messages that we get from them.	Begin with the face. Fill in each part as it is mentioned.

Activity	Teaching Strategy
6. Ask what you think someone is feeling if he/she stares doesn't look at you nods shakes head lowers head turns away smiles is tight-lipped drops jaw open yawns takes a deep breath sighs has eyes closed has eyes wide open	Get the group to interpret various gestures modelled by the tutor. Reinforce by getting students to model gestures and have the rest of the group guess what they are feeling. Discuss whether students are right about some of these signals – they may have several different meanings.
7. Freeze – pick out individuals and discuss what their body position tells us about what they are feeling at the moment. Is this what they are actually feeling? Demonstrate some positions. slumped upright leaning towards somebody arms folded legs crossed hands and arms relaxed fiddling with something leaning back, hands behind head	
8. Explain that an important aspect of n.v.c. is a person's clothes. Then ask what you would expect these people to wear: teacher bank manager disc jockey student motor mechanic secretary What sort of clothes would you find off-putting? Why did you choose the clothes you have on today?	Large group discussion

Activity	Teaching Strategy
Are clothes a good guide to what a person is really like?	Number each picture and arrange them round the room. Have students record answers on a pro-forma by matching number to a list of possible jobs.
9. Using magazine pictures ask students to guess what people do for a living and write down the answers. Compare answers and the ways in which people decide.	*TO SUMMARISE*
	These exercises were adapted from 'How to Communicate Effectively' Lifeskills Teaching Programme No. 1 (Hopson and Scally: Lifeskills Associates 1981).
	In the adaptation there is generally more input and direction given by the tutor and there is less small-group work and presentation by the students. Individual work means that it is harder for quieter students to opt out and rely on others.
	Based on work by A. Jardine and H. Poole, Percival Whitley College.

3. **Craft Workshop Programme**

Location
A woodwork room in a college outbuilding, approximately 20' x 20' containing a store room, workbenches and sinks.

Equipment
Woodwork hand tools
Power tools
A signboard

Client Group
16-19 year old students on an LEA-funded course for students with special learning needs and an MSC funded work-introduction course.

Staff: Student Ratio
1:10

Rationale
Visits to employers by the tutor suggested that young people entering employment were too dependent on supervisors and generally lacked initiative.

Aims
1. To develop student autonomy and independence.
2. To give students an awareness of the roles and relationships of people at work.

Objectives
The student will:

1. work as a production team.
2. make basic wooden articles e.g. tool box, wine racks, suitable for sale.
3. understand something of individual work roles.
4. work and behave safely.
5. sign in and out of the workshop.
6. take responsibility for tools and equipment.
7. provide suitable clothing.
8. solve problems as they arise.

Duration of Class
Two hours per week.

Method

1. At the beginning of the course students sign a contract of employment.

2. Students select a job from the following:

Foreman	J. Bloggs
Storeperson	C. Smith
Shop-steward	
Time-keeper	
Safety Officer	
Quality Controller	
Caretaker	

They spend a total of four hours in each role and work within these roles during the workshop session. They are told what the job entails and job descriptions are displayed for reference.

3. The students work as a production team and produce simple wooden articles which are suitable for sale, and they earn or lose bonuses.

4. At the end of the session the tutor and the group discuss the way in which they work individually and as a team.

5. A time sheet is filled in and the tutor and students add their comments.

General Observations
The tutor emphasised the need for the students to take responsibility for sorting out their own problems. He allowed students to make mistakes, providing they were not seriously endangering themselves or other workers, and left it to the shop-steward or foreman to sort out the difficulties. He had found that the students began to value each other's ideas and skills and to discuss problems more constructively. Students learned about their own and each other's strengths and weaknesses. The tutor sometimes put students in a position of responsibility where they had a particular difficulty e.g. a poor time-keeper is given the job of time-keeper.

Taking it further
1. Setting up a mini-company.
2. Organising a market stall.
3. Evaluating own performance.

Based on work by K. Norton
Norwich City College

APPENDIX 4
Special Education Microelectronic Resource Centres (SEMERCS)

Further information and advice may be obtained from the following regional SEMERCS –

BRISTOL

SEMERC Manager
Faculty of Education
Bristol Polytechnic
Bristol
BS6 6UZ

MANCHESTER

SEMERC Manager
Manchester Polytechnic
Hathersage Road
Manchester
M13 0JA

NEWCASTLE-UPON-TYNE

SEMERC Manager
Newcastle Polytechnic
Coach Lane Campus
Newcastle-Upon-Tyne
NE7 7XA

REDBRIDGE

SEMERC Manager
c/o Teachers Centre
Melbourne Road
Ilford, Essex
IG1 4HT

The Council for Educational Technology (CET) is based at:

3 Devonshire Street
London
W1N 2BA

Mary Hope, MEP National Co-ordinator for Special Education, is based at CET.

APPENDIX 5
Residential Centres

Residential courses are now widely accepted as integral parts of many education and training programmes. Although there is a lack of objective research it is generally agreed that residentials do benefit all groups of young people in terms of their personal and social development.

Short stays away from house with their peers provide students with special learning needs with a means of:

(i) increasing in self-confidence

(ii) establishing a group identity

(iii) meeting new experiences and challenges

(iv) reinforcing skills learnt at college

(v) getting to know their tutors (and vice versa) in a new environment

(vi) managing away from home and family

(vii) enjoying themselves

The selection of the most appropriate centre will depend on the needs of the students, the aims of the college course, and the part that the residential is expected to play in their implementation. Considerations might include the social and emotional maturity of the students, the group dynamics, the cost and transport facilities, the type and variety of available activities, and physical access to the amenities.

The following centres have all been used by tutors for groups of students with special needs and the information was correct at the time of going to press.

Name of Centre	Address Tel. No.	Contact	Open	Approx Cost	Max.Group Size	PH. Access	Description/Facilities
Windmill House	Wetheroak Nr. Redditch, Worcs.	Frank Smith	All year	£30-£35 p.w. per person	Max 50	Limited	Full catering Outdoor pursuits
YMCA National Centres							
1. Botley	Fairthorne Manor Curdridge Southampton SO3 2GH Tel: 04892 5228	The Director Mr Wilson	All year	£37-£49 + VAT	80	Yes	Environmental studies Outdoor pursuits
2. Lakeside	Ulverston, Cumbria LA12 8BD Tel: 0448 31758	The Warden	All year	£50 per week per person	Up to 34		Full and self-catering Outdoor pursuits
Somerset County Council Kilve Court	Kilve Court Residential Education Centre, Kilve Bridgwater Somerset	Dr. L. Hoore	All year	£9.35 per day	66	Yes	Full catering Arrange own programme
Somerset County Council Kilve Court Camp	Kilve Court Residential Education Centre, Kilve Bridgwater Somerset	J. Pinkard	Easter-Oct	£2.50 per student per night	40 inc	Yes	Self-catering Tented accommodation Permanent domestic facilties Hot water/showers Arrange programme in consultation
Low Mill Askrigg	Askrigg N. Yorkshire Tel: 0969 50432	Jennison Stocks		£6 per day per student	35	Yes	Full catering Outdoor pursuits Visits to farms Market Cultural activities
Pinkery Farm Outdoor Education Centre	Simons Bath Minehead, Somerset	The Warden	All year	£70 per party per day	32+ staff	Limited	Outdoor pursuits Self-catering

Name of Centre	Address Tel. No.	Contact	Open	Approx Cost	Max. Group Size	P.H. Access	Description/Facilities
Sharpness	Bristol	Birmingham LEA					Self-catering Games room Outdoor pursuits
Charter-house	Blagdon	Tom Elkin	All year	£100 per group	40 students + 7 staff		Self-catering Outdoor pursuits Environmental studies Small conference centre
Curren Laithe Farm	Long Lee, Keighley W. Yorkshire Tel: 0535 604387	Harry, Jean & Margaret Brown	All year			Yes	Full catering Farm Numerous places of local interest
Glanllyn Urdd Centre	Bala Lake, Bala Meirionnydd, Wales Tel: Llanuirchllyn 607	Hywel Jones	All year	£65 per 7 day week	140		Full catering Outdoor pursuits – Sailing, canoeing, swimming, photography, windsurfing, rowing
Green Hedges	18 Hadley Road Sheringham Tel: Sheringham 824978	J. Rogers	All year	£1 per night per student	25	Yes	Self-catering Seaside Visits to local places of interest
Hereford & Worcester Outdoor Pursuits Centre	Malvern Worcestershire	Hereford & Worc. County Council	All year		20	No	Catering provided Arrange own programme
High Train House	Malham Moor Malham N. Yorkshire	Liz Varney	All year	£85 p.w. per student			Full catering Outdoor pursuits Group counselling
Acton Scott Working Farm Museum	Wenlock Lodge Acton Scott Nr. Church Stretton Tel: 069 46 306	County Museum Service	April to October			Wheelchair access to Museum	Camp/caravan site on farm Farm work e.g. haymaking or harvesting

Name of Centre	Address Tel. No.	Contact	Open	Approx Cost	Max. Group Size	P.H. Access	Description/Facilities
Arethusa Centre	Lower Upnor Rochester, Kent Tel: Medway 70174 (accom) Medway 79933 (admin)	The Warden	All year	£10 per day p.p.	24	Yes, provided centre is informed	Catering provided programme partly set Swimming pool, canoeing, riding, adventure playground, orienteering, archery, local visits Environmental studies.
Buckden House	Buckden Nr. Kettlewell, Skipton North Yorkshire Tel: Kettlewell 254	G.N. Mollard	All year		44		Self-catering Outdoor pursuits – climbing, canoeing, caving Lifeskills Instructors provided
Calvert Trust Adventure Centre	Little Crosthwaite Under Skiddaw Keswick, Cumbria CA12 4QP Tel: Keswick 72254	Emmys Evans	Mid January to Mid November		30	Yes	Full catering Outdoor pursuits Evening programme

FEU Publications

Routes to coping is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service.

Other FEU 'special needs' documents include:

Students with special needs in FE October 1981
A review of current and completed research relating to young people in the 14-19 age range with special educational needs. The report draws attention to particular research and development needs in this area: more co-ordinated and longitudinal studies are required; less stereotyping; more information on the type of provision that exists in FE for special needs; more curriculum development and supportive dissemination; greater expertise in counselling, guidance and assessment – especially in relation to employment prospects; and finally more support, both for the young people in the form of services and for FE teachers in the form of training.

Stretching the system December 1982
This publication follows up one of the recommendations made in *Students with special needs in FE* that the various organisational and curricular modes of provision for 'special needs' students required investigation. One inescapable conclusion of the document is that the quality of provision is extremely variable; fundamental curricular elements are often given insufficient attention and curriculum development that does exist is more often than not carried out in isolation.

Making progress? December 1982
A review of relevant literature and of current practice in the assessment of students in further education who have special educational needs, in particular those with moderate learning difficulties. The report provides case study examples of assessment practice and suggests guidelines for the development of assessment procedures related to the development of the curriculum.

Skills for living December 1982
Suggests a curriculum framework for young people in further education with moderate learning difficulties. Most of the target group will have been at ESN(M) schools but some will have been in mainstream education. The starting point for the curriculum framework described is the principles and some of the content of *A basis for choice 2nd ed.* FEU, 1982.

Copies of these documents (which are free of charge) are obtainable, while stocks last from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

A complete list of FEU publications is also available from the Publications Despatch Centre.

The FEU also has a number of research projects (RP's) under way related to 'special needs':

RP 88 Implementing a special needs curriculum in colleges of further education in Derbyshire.

RP 95 Transition to adulthood for severely physically handicapped students.

RP 96 Bridging course for school leavers with moderate learning difficulties.

RP 138 Staff development resource pack for FE teachers of students with moderate learning difficulties.

RP 148 Provision for students with severe learning difficulties.

Further details of these research projects are available from the Information Centre, FEU, Elizabeth House, York Road, London SE1 7PH.